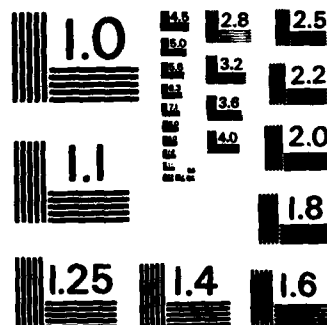


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SENIOR SERVICE COLLEGE COMPARISON

BY

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seen primarily as ones of emphasis, focus, or structure rather than ones of significant content or directional divergence. This study presents analyses of those areas within the senior service colleges that the authors believed would best demonstrate both the similarities and differences between these five uniformly excellent institutions. Individual reports on each college have been included for the benefit of those readers who may have an interest in a more detailed description of the program at a particular school. If a conclusion is to be drawn from this study, it is that all five colleges are successfully meeting their objectives by providing the leadership cadre of the military services and many government agencies with a graduate level course of instruction with a major in national security, strategy and policy, and a minor in the preparation and execution of military activities in support of that policy.

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USAWC MILITARY STUDIES PROGRAM

SENIOR SERVICE COLLEGE COMPARISON

A GROUP STUDY PROJECT

by

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US Army War College
Carlisle Barracks, Pennsylvania 17013
5 June 1985

ABSTRACT

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A comparison of the five United States senior service colleges must be approached with an awareness that they all have as a common objective the preparation of senior military officers and civilian officials for future roles as responsible executives in the decisionmaking bodies of the armed forces and other government agencies. In addition, the direction that each has taken over the past decade has been based to a large extent on the Clements Commission Report of Senior Service College Curriculum Study published in 1975. Against this background the differences between the schools can be seen primarily as ones of emphasis, focus, or structure rather than ones of significant content or directional divergence. This study presents analyses of those areas within the senior service colleges that the authors believed would best demonstrate both the similarities and differences between these five uniformly excellent institutions. Individual reports on each college have been included for the benefit of those readers who may have an interest in a more detailed description of the program at a particular school. If a conclusion is to be drawn from this study, it is that all five colleges are successfully meeting their objectives by providing the leadership cadre of the military services and many government agencies with a graduate level course of instruction with a major in national security, strategy and policy, and a minor in the preparation and execution of military activities in support of that policy.

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STATEMENT OF PURPOSE

Within the Department of Defense the Departments of the Army, Navy, and Air Force, as well as the Office of the Joint Chiefs of Staff have established Professional Military Education (PME) systems to further the education and development of the leadership cadre of the United States military forces. At the highest level of these PME systems are the senior service colleges which provide an educational foundation for selected colonels, captains (USN, USCG), lieutenant colonels, and commanders (USN, USCG) and their civilian equivalents as they continue their careers into the executive decisionmaking levels of their respective services, the service Departments, the Department of Defense, and various other government agencies.

It is the purpose of this study to provide in a single document a look at each of the five US senior service colleges and a comparison of the objectives, structure, content, and methodologies used to achieve their missions.

METHODOLOGY

Research and data gathering for the components of this report were conducted in two phases: first, the authors visited each of the five senior service colleges where they received overview briefings from the deans and were afforded the opportunity to discuss school programs with members of each staff, faculty, and student body. Second, college catalogs, individual course syllabi, schedules, planning calendars, etc., were collected and examined to provide the detailed information necessary to complete the descriptive reports on each school. Specific information was then extracted from each of the individual studies to support those areas which could provide elements of

comparison and/or contrast between the colleges. The comparison data is not intended to reflect any judgmental evaluation on the part of the authors and is presented only to illustrate the commonalities and variances between the colleges as they accomplish their missions.

FORMAT

There are six major chapters within this report. The first provides summary comparisons of various components of the college programs. The following five chapters are individual studies of the colleges which provide more detailed information on each than is summarized in the comparison section.

CHAPTER I

SENIOR SERVICE COLLEGE COMPARISON

The information contained in this section is designed to provide comparison data for those aspects of the five senior service colleges which the authors felt would best illustrate both the commonalities and differences of the institution. An attempt was made to present the data and supporting descriptive information in objective terms insofar as possible, leaving conclusions and judgments to the reader.

The following areas will be discussed in this section:

- College Structure and Organization

- Academic Curriculum Content

- Teaching Vehicles

- Programming - A Weekly Schedule

- Students Requirements

- Faculty

- Student Body

- Field Study Program

- Grading and Honors

- Graduate Degree Programs

- Alumni Future

As a matter of standardization, for the remainder of this report the following abbreviations will be used to refer to the different colleges:

- AWC - Air War College

- CNW - College of Naval Warfare

- ICAF - Industrial College of the Armed Forces

NWC - National War College

USAWC - US Army War College

COLLEGE STRUCTURE AND ORGANIZATION

The structure and organization of the five senior service colleges are similar both within the schools and in the schools' positions in the organizational structure of their parent services or, in the cases of ICAF and NWC, the Organization of the Joint Chiefs of Staff.

The Air War College is a subordinate organization of the Air University at Maxwell Air Force Base, Alabama, which is a USAF Major Command responsible directly to the Office of the Chief of Staff of the Air Force.

The College of Naval Warfare is one of four colleges subordinate to the Dean of Academics of the Naval War College located at the Center for Naval Education and Training in Newport, Rhode Island. The President of the Naval War College is directly responsible to the Chief of Naval Education and Training who in turn responds directly to the Office of the Chief of Naval Operations.

Both ICAF and NWC are part of the National Defense University at Fort Lesley J. McNair, Washington, DC, the president of which is directly responsible to the Organization of the Joint Chiefs of Staff.

The Army War College is somewhat different in that it is not a part of a larger educational institution but is an organization responsible to the Deputy Chief of Staff for Operations of the Army.

To conduct their resident programs, each college has three primary academic departments which are charged with the conduct and management of specific phases of instruction within the curriculum. In general terms, each has a department responsible for national security, strategy and policy studies, a department that deals with leadership and management topics and a

department whose primary focus is military force development and employment issues. ICAF and NWC vary slightly from this norm because they are not focused on a particular branch of the armed forces. ICAF's Department of Materiel and Systems Management is responsible for instruction in manpower and resource management and mobilization, which are that college's primary foci. NWC is aligned somewhat differently in that it includes a Department of Public Policy which includes the domestic environment for national security as well as leadership and management issues, a Department of International Affairs, and a Department of Military Strategy which deals with foundations of national strategy, national security and US military posture, the latter primarily from the joint point of view.

While academic policy and course content are primarily controlled from within each college, all five refer to the 1975 Clements Commission Report of Senior Service College Curriculum Study as the foundation for their programs. As a result, the studies of national security, the domestic and international environment, governmental decisionmaking and management are very similar. The mission specific areas and many of the electives often reflect the current thinking and policies of each institutions parent service.

ACADEMIC CURRICULUM CONTENT

	AWC	CW	ICAF	NWC	USAWC	
Leadership & Professional Development	15	10 1/2	24	11	18	
Personnel & Resource Management	9 1/2	18	95 1/2	14	22	Academic Teaching Days
National Security, Strategy & Policy	39	49	26	41	58	
Force Development & Employment	80	82	23 1/2	46	51	
Electives	6/120	3/105	6/144	6/144	4/120	Courses/ Hours

The information presented in the above matrix was compiled from surveys of course syllabi used by the respective colleges. It is presented for

comparison purposes only and may not correspond to a particular college's assessment of its academic program. The teaching days represented in the first four rows of the matrix are equivalent to approximately 3 hours of contact time, either lecture or seminar, or one-half of a full work day. This reference was chosen because all of the colleges generally teach their core academics during the morning sessions each day. The information in the electives row indicates the basic number of elective courses students are required to take and the number of hours scheduled for those courses to meet.

All five colleges cite the 1975 Clements Commission Report of Senior Service College Curriculum Study as the foundation of their programs, and in fact the authors of this project found that the courses of study are very similar. The exception being ICAF which focuses primarily on mobilization and management of manpower and material. The major differences are found in the studies of military forces by the non JCS schools which, as may be expected, tend to reflect an approach heavily flavored by the schools parent service orientation (i.e., AWC emphasizes air power, ONW maritime power, and USAWC land power).

The following paragraphs will describe the course structure and provide an outline of the courses of each senior service college. Further details of individual courses may be found in the reports on each of the colleges which comprise subsequent chapters.

The Air War College curriculum contains six major components. Three core curriculum courses are supplemented by a research and electives program, an air power symposium, and a national security forum. Course 1 of the core curriculum, Military Employment, runs throughout the academic year while Course 2, National Security Affairs, and Course 3, Leadership and Management, runs one semester each. Electives are taught once per week during three 10-week sessions. Student research projects begin early in the year and are due

for submission in mid-March. The Air Power Symposium is conducted over a 3-day period in March and the National Security Forum constitutes the last 5-day week of the curriculum in May.

Air War College course outline:

Course I - Military Employment

Phase 1, Military Strategy

Phase 2, Soviet Military Studies

Phase 3, General Purpose Forces

Phase 4, Strategic Force Employment and Space Studies

Rapid Deployment Exercise

Theater War Exercise

Course II - National Security Affairs

Phase 1, National Security Studies

Phase 2, Regional Issues in National Strategy

Course III - Leadership and Management

Phase 1, Leadership

Phase 2, Resource Management

Other Courses:

National Security Study

Clausewitz

Executive Health

Electives

Air Power Symposium

National Security Forum

The College of Naval Warfare curriculum is divided into three separate courses and trimesters. Courses offered are: Defense Economic and Decisionmaking; Strategy and Policy; and the Selection and Application of Naval Forces. Each core course encompasses an entire trimester. The core

courses are mutually supportive and build upon each other. The College of Naval Warfare core course outline is as follows:

I. Defense Economics and Decisionmaking Course

A. Defense economics

National security environment

Force planning

B. Defense Analysis

Decision process for analyzing complex decisions

Structure and process of Planning, Programming and Budgeting
System (PPBS)

C. Nonqualitative Factors

Behavioral influences on decisionmaking

Management issues involved in a large defense organization

II. Strategy and Policy Course

Basic elements of strategic theory

Examination of historical and contemporary strategies

Contemporary strategic analysis

III. Selection and Application of Naval Forces

Introduction and Perspective

Naval Tactical Considerations

Strategic use of naval forces in joint or combined operations

The ICAF academic program is divided into five core program phases complemented by elective and research programs. The five core program phases are taught sequentially (see below for sequences) with the exception of the A module of Phase V, Joint Training and Exercise, which is conducted between Phases II and III. The research program runs throughout the academic year with final reports due for submission in late April. The elective courses are

offered during two semesters, and meet once per week over a 12-week period. Each student is required to take three electives per semester.

Phase I - Public Executive Perspective

Module A, Economic Enrichment Concepts

Module B, Productivity and Personal Computers

Module C, Executive Skills Development

Phase II - National Security and Mobilization Management

Module A, Domestic Factors Affecting National Security

Module B, The International Framework for National Security

Module C, Military Strategic Operations and Mobilization Concepts

Regional Studies Program 4

Phase III - Manpower Resource Management

Module A, Manpower Management

Module B, Military Professionalism and Ethics

Module C, Personnel Management

Module D, Mobilizing and Expanding the Total Force

Phase IV - Materiel Resource Management

Module A, Materiel Logistics

Module B, Defense Industry Analysis

Phase V - Joint Training and Exercise (with National War College)

Module A, Joint Planning and Operations

Module B, Joint Exercise

The National War College curriculum consists of three mutually supportive and concurrent academic programs--the Core Studies Program, the Elective Studies Program and the Strategic Studies Program. The foundation for the academic program is the core studies. It provides for the understanding of the development and implementation of national security policy and strategy. The Core Studies Program is continuous throughout the academic year. Each

unit of the program is designed to build upon each other. The Core Studies Program curriculum outline is as follows:

Unit I - Executive Decisionmaking and Security Challenges

Part 1. Executive Skills Development

Part 2. Overview of National Security Issues

Unit II - Art of War

Part 1. Fundamental Dimensions of War

Part 2. Classical and Modern Strategists

Part 3. Comparison of Soviet and American Approaches

Unit III - International Security Environment

Part 1. Understanding the Environment

A. International Political and Economic Environments

B. Security Challenges

Part 2. Dealing with the Environment

A. Foreign Policy Instruments

B. Orchestrating Instrumental into Policy

Unit IV - American Policymaking Process

Course 1. Politics, Policy and Resource Allocation

A. Influence of domestic political institutions and processes
on national security

B. How to work effectively within our system of limited and
share power

Course 2. Policy Planning and Decisionmaking

A. Role of President, NSC, State Department and Director of
Central Intelligence

B. Department of Defense - force planning, contingency
operations and budgeting

Unit V - Major Powers and Regions

Block 1. Soviet Union

Block 2. Europe

Block 3. Middle East

Block 4. Latin America

Block 5. Africa

Block 6. Asia

Unit VI - US Defense Policy and Military Strategy

Course 1. Strategic Military Warfare

Course 2. Conventional Warfare

Course 3. Insurgency and Terrorism

Course 4. Joint and Combined Operations

The Electives Studies Program complements the Core Program. Elective courses are offered both during the fall and spring semesters. The Strategic Studies Program, either a group or individual research effort, is ongoing throughout the academic year.

The resident course of the US Army War College consists of a 44-week academic curriculum of four phases. Phase I, the Common Overview, provides the basic core curriculum required of all students and runs for 33 weeks. It is divided into four segments:

The Professional

Course 1. Requirements of the Professional Leader

National Security Policy

Course 2. Politics, War and Strategy

Preparation for War

Course 3. Planning and Decisionmaking

Course 4. Military Forces and Doctrine

Course 5. Leadership of the Army and Management of Army Systems

Conduct of War

Course 6. Regional Appraisals

Course 7. Application of Power: Strategic Nuclear

Course 8. Application of Power: Contingency Operations

Course 9. Application of Power: Theater Operations

Course 10. US Global Military Strategy

The Common Overview is followed by a 10-week Advanced Course Program (Phase II) where students select from some 60 courses and a 1-week National Security Seminar (Phase III).

The Military Studies Program (Phase IV) runs throughout the resident curriculum.

TEACHING VEHICLES

All five senior service colleges are committed to presenting a challenging and issue centered field of study. Generally, they emphasize an active learning experience based upon the seminar environment. Each college depends upon student preparation and active participation as the vital ingredient for a successful academic learning experience. Additionally, student initiative, the sharing of individual expertise, and frankness are counted upon to capture the maximum learning experience. Each college approaches the seminar by providing the student with separate syllabi for each course which outlines objectives, designates topics of investigation, specifies student requirements and in some instances provides background material. All college use required reading to provide material necessary for adequate understanding and active seminar discussion. Required readings vary from short articles and prepared case studies to entire books. Each college also uses the case study method of instruction to enhance understanding, however, the College of Naval Warfare uses this method more than any other college as a learning tool. Individual

and small group activities, usually culminating in reports back to the seminar, are utilized by all colleges. At the National War College, it becomes a primary learning vehicle. Written essays and research papers, although common to all, receive the most emphasis as a learning device at the College of Naval Warfare. In one core course in particular, the written essay is the prime learning vehicle and serves as a basis for seminar discussion. The other colleges approach written requirements as complements to the overall program. Each Senior Service College uses lectures in its learning methodology, however, the degree of impact on curriculum development varies. National War College and the Industrial College of the Armed Forces utilize the lecture in a secondary role to provide specific analysis or viewpoints. Conversely, the Air War College depends heavily on the lecture as a major teaching vehicle. Lectures at the College of Naval Warfare and Army War College tend to complement the seminar environment.

PROGRAMMING: A WEEKLY SCHEDULE

Based on the institution's philosophy and curriculum, each Senior Service College's weekly academic schedule is unique and varies somewhat from course to course. However, there are two general trends that are common to all five. Typically seminar meetings and lectures are scheduled during the morning hours. Generally, three and one half to four afternoons are scheduled each week for student study and research, except at the USAWC. The Army War College, on average, uses two afternoons per week for core curriculum and provides optional scheduled activities for two more. Therefore, based on student selected attendance, student study and research time varies between one to four afternoons per week.

The Air War College schedule structure is based on an 8-hour day workload model. The underlying concept being that all required course work could be

accomplished, in addition to seminar and lecture attendance, within that time frame. A typical week would have Course 1 and either Course 2 or Course 3 contact periods scheduled two mornings each, with electives scheduled the remaining morning. Four afternoons would be scheduled for independent study and one for athletics. In addition a short current intelligence briefing would be provided prior to class sessions one morning during the week.

Weekly schedules at the College of Naval Warfare vary between each core course and trimester. However, a typical academic day normally commences at 0830 and ends at 1630. The Defense Economics and Decisionmaking course normally consists of eight to nine morning seminars/lectures of 90-minute duration per week. Wednesday and Thursday afternoons are reserved for electives. Other afternoons and Fridays are normally designated as student preparation time. The Strategy and Policy trimester weekly schedule normally commences on a Thursday. The typical week consists of three morning lectures and one 3-hour morning seminar. Afternoons are normally reserved for student preparation. Wednesday and Thursday afternoons are reserved for electives. The Selection and Application of Naval Forces trimester weekly schedule normally consists of four to six seminars of 2-3 hours each. Similar to the other two core courses, seminar/lectures are typically held in the morning and Wednesday and Thursday afternoons are reserved for electives. All other time is reserved for student preparation. During the work up and play of the course's war games, the entire academic day and week is devoted to preparation, game play and wrap-up.

The ICAF daily schedule generally consists of four 90-minute periods available for instruction or other activities, two in the morning (0830-1000, 1015-1145) and two in the afternoon (1300-1500, 1515-1645). A typical week would have core program seminars or lectures scheduled during the morning periods all five days. Five afternoons sessions (extended to 1 hour 55 minutes each) would be reserved for elective contact sessions, of which three would be

attended by an individual student. The remaining afternoon periods (seven per student) would be scheduled for individual research and study, although on occasion a core program block of instruction may be scheduled during one or two available periods.

A typical week's schedule at the National War College is consistent for the entire academic year due to its continuous core curriculum. Typically, a day consists of two morning and two afternoon periods of 90 minutes duration for each session. Wednesday afternoon periods are increased to 115 minutes duration. Elective periods are 1 hour 55 minutes in duration and are scheduled for Tuesday, Wednesday and Thursday afternoons. To ensure an equitable schedule for each elective, courses that initially meet during Period 1 (1330-1525) are rescheduled to meet during Period 4 (1535-1730) after six sessions. Similarly, courses that meet during Period 4 are rescheduled to meet during Period 3 after six sessions. The period 1145 to 1330 is scheduled daily for lunch and athletic activities. The typical academic day commences at 0830 and ends at 1730.

The Army War College's academic schedule is structured on an 8-hour day consisting of a morning 3 1/2-hour period (0830-1200) and an afternoon 3-hour period (1330-1630) with 1 1/2 hours allotted for individual physical training and lunch. During the Common Overview, the core curriculum utilizes all morning periods and approximately two afternoons each week. Two of the three remaining afternoon periods are generally scheduled with optional activities, varying from voluntary lectures to seminar sports events. Therefore, based on student selection of optional activities, individual study and research time can vary from 1 to 3 afternoons each week with 2 appearing to be the norm. Since the other Senior Service Colleges integrate their electives throughout the academic year, the Army War College's 10-week Advanced Course Program is

unique. This program increases student study and research time and provides flexibility in advanced course selection. In addition, it allows students to select courses for credit and/or audit based on professional development needs or areas of interest.

STUDENT REQUIREMENTS

Although student requirements vary between senior service colleges, each institution generally approaches them in a similar manner. Thus, the following questions can be compared and answered. How much preparation time is required? How much do they read? How much do they write? Is a major research effort required? An examination of college syllabi and policies provide the following information:

Student Requirements

College	Hours Preparation (Policy)	Average Reading Requirement (Core Course)	Written Requirement	Major Research Project/Essay
AWC	1:1	200 pages/wk	2000-2500 words	1
CNW	2:1	500-750 pages/wk	8*	1**
ICAF	2:1	250-300 pages/wk	4/2000	1
NWC	2:1	250-300 pages/wk	3/3 page	1
USAWC	1:1	250-300 pages/wk	3/1000-2000	1

* Three core courses have individual requirements that vary in length and topic. Average length 5 1/2 - 6 pages.

** Does not have a major study project that spans the entire academic year; however, one core course requires one major research paper of 20-25 pages.

With the exception of the written requirements, the figures on the chart are approximate and based upon average for the entire academic year. Student preparation time reflects each institution's view of an average student's ability to prepare for the next day's session. The preparation time does not

includes research time required for written requirements, oral presentations, or electives.

Student reading requirements count only the required readings and not suggested or elective readings. For some courses, each college's required readings surge well past the average. The higher reading requirements at the College of Naval Warfare reflect a tendency to use books to address a given topic versus the other colleges' tendency to utilize a combination of journal and magazine articles, selected book chapters, speeches and regulations to address a given topic.

The College of Naval Warfare has the largest number of formal written requirements of any of the senior service colleges. This reflects its utilization of written requirements as a learning tool, foundation for seminar discussion, and as a method of grading. Although the other colleges have fewer written requirements, each uses student oral presentations or briefings as vehicles for seminar discussion. Oral presentations or briefings require student research and writing that in effect represent a written document. Topics for written requirements vary with the college. Generally, each institution utilizes "thought pieces" in their professional development course and each requires an essay on strategy.

With the exception of the College of Naval Warfare, the senior service colleges emphasize the major research project or essay as the major written requirement. This project may be either a group effort or an individual essay and must meet stringent requirements for length, area investigated, and content.

FACULTY

All Senior Service Colleges utilize a combination of military and civilian faculty members as instructors. However, the ratio of military to

civilian varies. For comparison, the following chart addresses faculty disposition.

Faculty Disposition¹

College	Total	Military	Civilian	Doctorate	Masters	SSC Grad	Same SSC
AWC	46	39	7	10	32	39	36
CNW	83	57	26	21	51	35	29
ICAF	42	25	17	18	21	24	14
NWC	31	20	11*	13	17	22	20
USAWC	64	51	13	18	44	48	35

¹Figures obtained from college catalog, faculty data and college briefing slides.

*Includes civilian faculty and assigned Federal Agency Details.

Utilization and faculty organization varies among the colleges.

Generally, all faculty members are assigned to a department. The College of Naval Warfare, however, is the only institution that keeps its faculty dedicated entirely to their assigned department. Faculty members at the other colleges are utilized between departments throughout the academic year to enhance the core curriculum.

The Air War College faculty is primarily drawn from the active duty Air Force. There are currently 45 authorized staff members and 46 currently assigned. Of these 46 primary faculty members 37 are Air Force officers. The remaining nine includes seven civilian professor, one US Army colonel and one US Navy captain. Civilian faculty members are generally hired on a temporary basis for periods of 1 to 4 years, although there is one permanent civil service position authorized. Four of the civilian professors are "on-loan" from universities and will return to those institutions upon completion of their tenure. When hiring civilian faculty members, the AWC seeks expertise in specific areas and the academic world rather than from the diplomatic corps

or other government agencies. Military faculty members are normally assigned on 3-year tours; however, the majority join the faculty directly following their year as a student at the AWC. The student year counts toward the completion of the 3-year faculty tour. The Air War College generally prefers faculty members who are senior service college graduates and have graduate degrees, functional area expertise, and teaching experience.

The College of Naval Warfare utilizes its faculty members quite differently from the other Senior Service Colleges. The same faculty is utilized by both the College of Naval Warfare and the College of Naval Command and Staff. Faculty members are assigned to one of the three teaching departments and teach only that curriculum's subject and an elective in their field of expertise. Thus, aside from teaching an elective, a faculty member has two trimesters of teaching requirements and one trimester devoted to curriculum preparation and possible research. Two of the three core curriculum course departments are chaired by civilian professors. Faculty to student assignment is based upon the 15 to 16 person seminar. Three faculty instructors are assigned to each seminar in the Defense Economics and Decisionmaking course. Both the Strategy and Policy course and the Selection and Application of Naval Forces course utilize two instructors for each seminar. Faculty members are not assigned as individual faculty advisors, however, they serve as seminar advisers for the duration of the trimester and provide consultations on course material and research topics.

The ICAF faculty is intentionally drawn from the military, diplomatic, and academic worlds to meet its mission. The administration has stated a preference in its hiring policy of desiring SSC graduates who possess advanced degrees in fields relevant to the course of study. The military faculty is generally assigned on a 3-year tour while civilian professors are hired on a

3-year contract with options for extension. Although the present faculty mix does not so reflect, there is a preference indicated for civilian instructors due to a perceived lack of experience and qualification in teaching at the desired level of military personnel.

The National War College utilizes its faculty continuously throughout the entire core curriculum. Faculty members may also serve as supervisors for the Strategic Studies Program and teach electives in their field of expertise. Faculty members serve as a student's Permanent Faculty Adviser (PFA) and are responsible as the principal adviser for all curriculum and administrative related matters throughout the academic year. Additionally, faculty members are available for individual consultation in their field of expertise. Normally, one faculty member is assigned to a seminar (12-14 students). Approximately two-thirds of the faculty are military. Both military and civilian faculty members have either proven experience or advanced education in national security affairs, which represents the mission area of the college and its desire to have faculty members who are senior service school graduates, have advanced degrees in relevant fields, actual experience in national security affairs, and teaching experience.

The Army War College utilizes three primary academic teaching departments to teach its resident course core curriculum. Based upon the requirement to have four faculty instructors for each seminar or 64 total instructors, the three resident teaching departments do not have sufficient faculty members assigned. The shortages are obtained by utilizing additional instructors from other areas within the college who have the required expertise and experience. During the academic year as many as 72 instructors may be involved in teaching. A faculty member is utilized throughout the entire core curriculum and may be utilized during the Advanced Course Program. In addition to teaching duties, faculty members serve as permanent faculty advisers to students for all

curriculum and administrative matters and as Faculty Sponsors for topics in the Military Studies Program.

STUDENT BODY

Class of 1985	Total	Mil	USA	USAF	USN USMC USCG	Civ	Int'l	Avg Age	Avg Svc	Adv Degrees 137
AWC	237	229	18	165	11	8	35	41	19	89%
CNW	185	176	31	13	132	9	N/A	40	N/A	105 57%
ICAF	209	165	59	60	46	44	[5]	42	17	165 79%
NWC	161	120	40	40	40	41		41	17	122 76%
USAWC	257	243	190	17	17	14	19	43	20	183 74%

N/A - Not available

* - Data for active duty USAF officers only

Note - Reserve and National Guard officers are included in the data for their parent service.

The student bodies of all five senior service colleges are composed primarily of selected military officers in the grades of O-6 (colonel, captain) and O-5 (lieutenant colonel, commander) representing the five US uniformed services. Civilian attendees represent a wide variety of government agencies with the majority at AWC, CNW, and USAWC drawn from the Department of the Air Force, Navy and Army respectively. The National War College and Industrial College of the Armed Forces as JCS sponsored colleges strive for balanced representation from all the uniformed services and civilian representation from a wide variety of government agencies. For example, 18 of the 44 civilian students in the ICAF Class of 1985 are from outside the Department of Defense. Programs for officers attending the colleges from other nations vary between the schools. The 1984-1985 academic year is the first time NWC and

ICAF have hosted international students and as a result the program may be considered experimental. The five officers attending these two colleges attend different phases of instruction at both, and as such are not in a strict sense students at either one alone but the National Defense University as a whole. At both the AWC and USAWC the international officers are integrated into the class completely, attending all lectures and seminars except where the security classification of the subject matter exceeds that releasable to foreign nationals. The Naval War College enrolls its international officers in a separately identified course, the Naval Command College, but they are integrated into the lectures and seminars of their US counterparts in the College of Naval Warfare for the core academic program. In addition they are provided a series of field trips and orientation visits outside the Newport, Rhode Island area to help them better understand US institutions, society and goals.

FIELD STUDY PROGRAM

Each of the Senior Service Colleges approaches field studies/trips from their own institutional perspective based on philosophy and curriculum development. The degree of integration ranges from none at CNW to an integral part of the academic curriculum at NWC and ICAF. The primary purpose of the field studies/trips are to broaden the student's perspective and knowledge of the various industries, government agencies, and other selected institutions visited and to provide firsthand insights into the organizations and operations of selected US and Allied Commands. Upon return, students conduct a crossbrief in each seminar in order to share insights and knowledge gained.

Field Studies/Trips

<u>College</u>	<u>CONUS</u>	<u>Overseas</u>
AWC	3	N/A
CNW	N/A	N/A
ICAF	1	1
NWC	N/A	1
USAWC	3	N/A

The Air War College students typically participate in three field trips per academic year. All students attend the Army force capabilities field demonstration at Fort Benning, Georgia. Each student may select the remaining two from a list of nine US armed forces locations. The program is felt to be underfunded and relies primarily on opportune airlift.

Although the College of Naval Warfare does not have a field studies program, students are afforded the opportunity to tour naval ships when docked at Newport, Rhode Island.

The students of ICAF participate in a 1-week investigative study trip of a defense related industry within the United States. The 2-week overseas field trip of ICAF and NWC are combined with the primary focus on a similar industry as visited in the United States and how other countries view the United States, spend defense money, and plan to fight a war respectively. The program consists of approximately 15 foreign countries with small groups of 10-12 students and faculty visiting three to four countries each. In addition, both colleges provide their students the opportunity to travel on a voluntary basis to various military installations. These Joint Educational Enrichment Program trips are scheduled over weekends by opportune airlift and have minimal impact on normal classes.

The Army War College conducts three field trips during the academic year. The entire class participates in trips to Washington, DC and New York City. In Washington the focus is on Congress, lobby organizations and DC government and support agencies. The New York trip includes an orientation visit to the UN as well as small group visits to city government agencies and domestic and international businesses and industries. For the third field trip, the class is divided into four groups. Three groups visit various commands and installations of different services on the east coast, while the fourth visits the Sergeants Major Academy at Fort Bliss, Texas.

GRADING AND HONORS

Each senior service college evaluates student performance, however, only the Air War College and the College of Naval Warfare have a grading and honors system.

The Army War College, ICAF, and the National War College utilizes an informal grading system to provide evaluation feedback on student performance. Faculty instructors provide each student with written feedback on written requirements and oral critiques of oral presentations. Faculty advisers for the major research project also provide written feedback and evaluation. Additionally, assigned faculty advisers provide overall progress to students.

The Air War College is a formally graded program with class rankings published at the end of each semester. Students are evaluated on their performance in seminar by their Faculty Seminar Leaders, which constitutes 48 percent of the student's overall grade. The remaining 52 percent of each student's grade is based on the evaluation of their written papers each of which is read, critiqued and graded by two separate readers. Written requirement graded weights are as follows: research project, 12 percent; Course I written requirements, 20 percent; Course II written requirements, 10 percent;

and Course III written requirement, 10 percent. Elective courses and their respective requirements are graded on a pass/fail basis and do not count toward class rankings. The top 10 percent of the class at the end of the course are designated "Distinguished Graduates," a designation that is included in the training report that becomes a permanent part of their military personnel records upon graduation. The Class of 1985 will be the last to utilize a distinguished graduate program. In the future, only the grading system will remain.

The College of Naval Warfare's grading system uses a different method which reflects its emphasis on being an accredited academic institution. Grades are awarded only for the three core courses with a "Pass/Fail" system used for the Electives Program. Student grades are based upon a combination of written final examinations, graded written requirements, and class participation. Individual core courses vary the weight of each graded area; however, examinations and written essays make up the largest percentage of a student's grade. Grade values, similar to those of any civilian graduate level institution, are as follows: Grade A - work of a very high quality, clearly above average; Grade B - expected performance; Grade C - below average; and Grade F - unsatisfactory. Student performance is graded only by the core course faculty instructor. In any graded decision, students have the right to appeal a grade with the understanding that such an appeal could retain, lower, or raise a contested grade. Each seminar instructor is provided guidance on the recommended number of any letter grade to be given. The College of Naval Warfare does have an honors program. The top 20 percent of the student body is identified as honor students and compete for honors prizes.

GRADUATE DEGREE PROGRAMS

The majority of students attending the five senior service colleges have a Master's Degree or higher, however, students without an advanced degree can pursue postgraduate study through cooperative degree programs, though with varied college support. The NWC does not have a cooperative degree program and students are not encouraged to enroll in postgraduate study while attending the college. The other four senior service colleges have established programs, but expect full effort toward their own curricula. The cooperative degree programs are as follows: AWC - University of Alabama, Auburn University, and Troy State University; CNW - Salve Regina College; ICAF - George Washington University; USAWC - Shippensburg University of Pennsylvania. With the exception of NWC, all colleges provide assistance to their students in pursuit of advanced degrees, with the Army War College having the most formal program.

CHAPTER II

THE AIR WAR COLLEGE

LOCATION AND ORGANIZATION

The Air War College (AWC) was established at the end of World War II as a part of the professional military education system for the then Army Air Corps, which had undergone significant expansion during the war. The experiences of Army Air Corps leaders during the war had validated the importance of what had been known as the Air Corps Tactical School and in March 1946 the AWC was established concurrently with the redesignation of the Army Air Force School as the Air University (AU). The Air University, now an Air Force major command, headed by a Lieutenant General, is the umbrella organization for the AF's Professional Military Education schools, the AF Specialized Education and Career Development schools, and three Aerospace Research and Education Support organizations. Most of the organizations of the Air University, including AWC, are located at Maxwell Air Force Base, Montgomery, Alabama. The physical layout of the Professional Military Education schools directly reflects the university concept in that all four (Air War College, Air Command and Staff College, Squadron Officers School, and the USAF Senior NCO Academy) are in separate buildings located around a large circle at the center of which is the AU library. In addition, a new facility is being constructed inside Chennault Circle to house the Command Readiness Exercise System, a fully computerized comprehensive war gaming facility.

MISSION

The mission of the Air War College is to prepare select officers for eventual assignment to key command and staff positions where they will be tasked for developing, managing, and employing airpower as a component of national security.¹

Three elements of this mission statement are integral to the overall philosophy of the AWC program. First is the recognition that the student body is a select group of officers, in fact less than 15 percent of the AF officers who attain the rank of lieutenant colonel are able to attend the resident program. Hand in hand with this is the anticipation that graduates will hold "key command and staff positions." The combination of these two elements yields the conclusion that the current student body will be the leadership cadre of the Air Force in the five to fifteen years following graduation, and that the quality of the education they receive will have a direct impact on the service and its contribution to national security. Thirdly, there is an emphasis placed on the word "eventual" in the phrase "eventual assignment." The AWC is not particularly concerned that graduates are not necessarily assigned immediately to positions in the decisionmaking hierarchy that make direct use of the education gained during their year at Maxwell. It follows that the educational philosophy is one of changing the students from specialists to generalists with emphasis on "the best possible posing of the problem" rather than on specific solutions. Great emphasis is placed on the idea that the AWC program is one of education, not training.

COLLEGE STRUCTURE

The Air War College is organized along functional lines into six directorates under the Office of the Commandant. Three of these, the Directorate of Administration, the Directorate of Combined Air Warfare, and the School of Associate

Programs are not directly related to the resident course and will not be addressed in this study. The remaining three, the Directorate of Evaluation, the Advisory Staff, and the School of Resident Program are intrinsic to the objectives of this study and will be discussed further.

The Directorate of Evaluation is an organization unique among the senior service colleges. It is staffed by a colonel and a lieutenant colonel and is responsible for compilation and analysis of statistical data used in the evaluation of both student achievement and the curriculum itself. The compilation of the results of all student course critiques and the tracking of student grades and information for inclusion in end of year training reports are major functions of this directorate, but it also provides a feedback loop to the institution that is unique. At both the end of their student year and two years later, AF graduates complete surveys which provide the AWC with followup demographic information and graduate perceptions of the conduct and effectiveness of the programs provided. The AWC through this directorate maintains information that allows it to measure the degree of success it enjoys in meeting its mission objectives, not only through the subjective opinions of its graduates but objectively through their subsequent assignments and promotion success.

The Advisory Staff is composed of nine representatives of services and agencies other than the active Air Force. Each of these officers carries the title of Advisor to the Commander Air University and Commandant Air War College in addition to being the senior representatives of their respective services and functioning as active members of the resident course faculty. The services and agencies represented on the Advisory Staff are the US Army, US Navy, US Marine Corps, the Air Force Reserve, the Air National Guard, the German Air Force, the Royal Air Force (Great Britain), the State Department, and the Central Intelligence Agency.

The School of Resident Programs is the heart of the Air War College, responsible for all courses and programs offered to the resident student body. The Dean of the School of Resident Programs is supported by six functionally oriented departments, each chaired by an Air Force colonel. The largest of these six is the Department of Military Employment (DME) which consists of fourteen military and two civilian faculty members and is responsible for the overall management and instruction of Course I, Military Employment. The Department of National Security Affairs includes four AF officers and three civilians and is responsible for Course II, National Security Affairs. Course III, Leadership and Resource Management is the responsibility of the Department of Leadership and Management which consists of one civilian professor and six military faculty members. The Department of Research and Electives includes one civilian research advisor and three military officers who are responsible for the direction and coordination of the research and elective programs, although each research project and elective course will have a primary faculty member assigned from outside this department. The four officer Programs Division has primary responsibility for two activities which focus outward from the AWC course once each year: the National Security Forum and the Air Power Symposium, in addition to coordinating ongoing programs. Finally, the Office of Curriculum Planning headed by the Associate Dean, ties all of the plans and programs of the other departments together, coordinating between them and providing a coherent organization for the course as a whole. To this end, three of the five officers in this department are identified as responsible for liaison with each of the primary academic departments (Military Employment, National Security Affairs, Leadership and Management).

FACULTY

The Air War College faculty, as might be anticipated, is primarily drawn from the active duty Air Force. The School of Resident Programs is authorized 45 staff members but currently has 46 assigned, the overage being an assistant to the dean for International Students. Of these 45 primary faculty members 37 are Air Force officers, of whom 17 are colonels and 20 are lieutenant colonels. The remaining nine include seven civilian professors, one US Army colonel and one US Navy captain. Two of the civilians and both of the sister service officers are assigned to the Department of Military Employment, three civilians are in the Department of National Security Affairs, and the Departments of Leadership and Management and Research and Electives are each assigned one civilian. Academic degrees within the School of Resident Programs include 32 master's degrees and 10 doctorates, and 39 of these faculty members are graduates of senior service colleges—36 attended the Air War College. Civilian faculty members are generally hired on a temporary basis for periods of one to four years, although there is one permanent civil service position authorized. Four of the civilian professors are "on loan" from universities and will return to those institutions upon completion of their tenures at AWC. When hiring civilian faculty members, the AWC seeks expertise in specific areas and tends to hire from the academic world rather than from the diplomatic corps or other government agencies. The military faculty members are normally assigned on 3-year tours, however the majority join the faculty directly after their year as a student and that year counts toward the completion of the 3-year tour. Although pleased with the quality of the faculty, in that its members are generally senior service school graduates with graduate degrees, functional area expertise, and teaching experience, the AWC recognizes two problem areas with regard to the faculty. First the relatively high

turnover rate of faculty members, both military and civilian, has an adverse impact both on program continuity over the years and on the corporate knowledge of the faculty and staff. Second, there are insufficient technical and administrative personnel assigned in support of the professional faculty which results in high nonacademic task loadings and significantly limits the time available to faculty members for research or writing for publication.

STUDENT BODY

Typical of a service sponsored senior service school, as opposed to the National Defense University which is JCS sponsored, the AWC has a preponderance of Air Force officers in the resident student body. The makeup of the Class of 1985 is as follows:²

	<u>No.</u>	<u>%</u>
Air Force	154	65%
Army	18	8
Sea Service (USN, USMC, USCG)	11	2
Air National Guard	5	2
AF Reserve	6	2
Civilian	8	3
International	35	15
	237	100

Interestingly, the AWC has the largest contingent of international officers in the resident class of any senior service college. The 35 international officers in the class represent 27 countries and are fully integrated into the program in that they are graded and ranked in full competition with the US students for designation as distinguished graduates, and participate in all

programs unless the classification level exceeds their security clearances which are at the US secret level.

US students are military 0-5s and 0-6s or their civilian equivalents. The typical student is 41 years old at entry, has 19 years of federal service, and most likely holds a Master's Degree. The student profiles for AF members in the Class of 1985 yield the following data:³

<u>Educational Level</u>		<u>Aeronautical Rating</u>	
High School	1	Pilot	79
Bachelor's Degree	16	Navigator	6
Master's Degree	132	Nonrated	69
Doctorate	5		

Rank at School Entry

Colonel	40
Colonel (Select)	34
Lieutenant Colonel	80

The selection process for AF officers to attend the AWC is controlled at the AF Manpower and Personnel Center and is based on board actions. The initial identification as a potential senior service school attendee is accomplished in conjunction with the selection board for promotion to lieutenant colonel. Officers identified at that time are pooled and screened for attendance each year until they reach 21 years service. In addition, lieutenant colonels selected for promotion to colonel from the below-the-zone and who were not identified for senior school attendance when they were selected for lieutenant colonel are added to the pool to be screened each year by the attendance designation board. In the final result, somewhat less than 10% of all AF colonels and lieutenant colonels attend the AWC in residence, and less than 15% attend any senior service school. This selectivity has resulted in per-

sonal interest by the Secretary of the Air Force in both the Air University and its graduates. In a speech given at the AF Officer Training School at Lackland Air Force Base, Texas in October 1984 Secretary Orr said,

When I came into the Air Force, I went around to many bases, and the general feeling was that if you were being sent to a school and you got National Defense University (NDU), you were in the 'fast track;' if you got Air University (AU), you were an also-ran. . . . And so we have reversed that: now more desirable assignments go to the graduates from AU. Second we're going to send a larger share of our below-the-zone lieutenant colonels to Air University. Third, we most recently put an up-and-coming three-star general in charge of Air University. And fourth, I asked him to go to every military school in this country—and abroad if he chose—to find ways to improve our faculty and our curriculum, if necessary. It is our school, and it must be and will be the best.

COURSE STRUCTURE

The 10-month Air War College program consists of three core curriculum courses, a research and electives program and two major annual special activities: the Air Power Symposium and the National Security Forum. Course I, Military Employment, runs throughout the school year and examines the history and processes of military strategy, today's threat environment, and the doctrine and capabilities of both general purpose and strategic forces. Course II, National Security Affairs, runs concurrently with Course I during the fall semester (as of this writing) of the academic year. This course looks at the foundations and developmental processes of national strategy, the domestic and international environments with which the US government must deal, and concludes with economic, political and military assessments of five major regions of the world. Course III, Leadership and Management, replaces Course II during the spring semester and studies various aspects of leadership in large complex organizations including self-development, motivation, values, and ethics, then moves to an examination of resource management with a primary

focus on the allocation of personnel, materiel and fiscal resources. The research and electives program runs throughout the academic year. The objective of the research program is for each student, either on his own or in a group effort, to develop a major research project on a topic relevant to the overall objectives of the War College program. The elective program is structured on a trimester basis during each of which the students are required to take two courses, although this load may be reduced by one or more courses based on the size and complexity of the research project the students are involved in. These courses deal with topics related to and of interest to the Air Force and the Department of Defense, and in the past have addressed various subjects within the major areas of Military History and Thought, Air Force Operations, Air Force Leadership and Management, Net Assessment, and Joint Operations. The elective courses meet once per week for ten weeks, generally on Wednesday morning with two hours allocated for each of the sessions. The Air Power Symposium is a 3-day forum for the exchange of information and discussion of airpower issues among experts from both the civilian and military worlds. During this symposium lectures and research papers are presented which provide the basis for discussion periods among both the AWC students and attending visitors. The National Security Forum is conducted during the last week of the AWC course and brings approximately 85 civilian guests from a wide variety of professions to join with the student body over a 5-day period to discuss a broad spectrum of national security matters.

METHODOLOGY

Throughout the AWC academic program the students are exposed to numerous instructional methodologies and vehicles. In the auditorium environment the class as a group receives lectures and briefings, observes teaching interviews and has the opportunity to participate in question and answer discussions with

both lecturers and, on occasion, panels of experts in particular subject areas. Approximately 404 hours or 50% of the scheduled instructional contact time in this environment. The other 50% of the contact time is spent in seminar during which, in addition to discussion, the students participate in case studies and gaming exercises, present briefings or undertake other special assignments. In addition to the slightly over 800 hours of academic contact time students are scheduled for about 500 hours of independent study time. The remaining time is scheduled for administration, athletics (one afternoon per week), field trips and other miscellaneous activities.

PROGRAMMING

The daily and weekly schedules are based on an 8-hour per day work load model, 0800-1200 and 1315-1715 on each of the 192 academic training days available, with one-half the time planned as instructional contact time. A typical week has Course I scheduled during two mornings, Course II or III scheduled during two mornings, and electives scheduled one morning. Four afternoons are normally allocated to independent study with the remaining one scheduled for athletics. This workload model accommodates the desired goal of one hour of preparation for each hour of contact time, allowing the student to complete the reading assignments (about 200 pages per week) and writing projects for all courses during the scheduled work day. In reality it is recognized that most students devote some amount of evening and weekend time to their studies.

GRADING

The Air War College course is a graded program with published class ranking and an active Distinguished Graduate program. Although there are no examinations per se, students are evaluated on their classroom activities by

the Faculty Seminar Leader (FSL) on the papers they submit in fulfillment of the requirements of each core curriculum course and on the research project they complete. The student's grade and class ranking is based 48% on the FSL evaluations, 20% on the two Course I papers, 10% on each of the Course II and Course III papers and 12% on the research project. The top 10% of the students in the class are designated Distinguished Graduates. After 1985 Distinguished Graduates will no longer be identified, although the grading process will remain in order to provide a valid critique of student performance.

FIELD STUDIES

The field trip program is a fairly low key operation at the Air War College primarily due to a lack of funding. Normally all students travel to Fort Benning, Georgia for an Army field demonstration and to Carlisle Barracks, PA for the annual Jim Thorpe Sports Days competition among all the senior service Colleges. (NOTE: Due to scheduling conflicts the AWC could not make it to Carlisle Barracks in 1985. A similar competition was scheduled with the USAF Academy faculty and staff on an alternate date.) Because of limited USAF airlift and a lack of funds to facilitate commercial travel, other field trips to provide force capabilities orientations are undertaken by smaller groups of students who, upon their return, brief their classmates on the results and lessons learned. These force capabilities trips include the following:

<u>Destination</u>	<u>Objective</u>
Panama	US Southern Command
Washington, DC	National Security Process
Norfolk NAS	Carrier Operations
Kelly AFB/Peterson AFB	Electronic Security Command and NORAD Ops
Nellis AFB	Red Flag Exercise

Charleston Naval Station

Submarine Ops

Offutt AFB/Ellsworth AFB

Strategic Air Command Ops

Vandenberg AFB

Space Operations—missile launch

COURSE CONTENT

This section will describe, in more detail than was provided earlier, the content and structure of the three core curriculum courses which are the primary focus of the overall Air War College academic program.

Course I, Military Employment, is taught in four major phases over some 82 academic days and includes approximately 324 instructional hours, 195 in a lecture hall environment and 129 in seminar. The overall objectives of Course I are to provide the students with an understanding of the capabilities, doctrine and strategic concepts of military forces, an appreciation for the primary threat facing the United States in today's world and an ability to apply the strategic and employment concepts of the forces available to counter that threat. The first phase of this course, Military Strategy, examines strategy from a historical perspective. Beginning with a look at the Peloponnesian War, the students analyze the military strategies employed in major conflicts through to the Vietnam War. Approximately two-thirds of this block is devoted to 20th century wars, which reflects the general orientation toward the role of air power inherent in the AWC program. Following this historical foundation of military concepts, Phase 2, Soviet Military Studies, identifies and examines the primary present day threat to US national security and interests. This 8-day phase is composed of 23 instructional periods (54 1/2 contact hours) which provide a comprehensive exploration of the Soviet Union. The five blocks of instruction in this phase include assessments of Soviet Strategic Objectives, the Soviet Military Man, Evolving Soviet Forces/War-fighting Doctrine, Soviet War Strategies and finally Soviet Technological Trends and

Summary. One highlight of this phase is a set of presentations by the Soviet Awareness Group from the Air Staff. Having established the background and major threat to US military strategy, Phase 3, General Purpose Forces, examines the tools available for the implementation of that strategy. Separate blocks of instruction in this 38 academic day phase address the doctrine and capabilities of US land, maritime, and air forces, and the concepts involved in both joint and combined warfare. Two major computer assisted student exercises are also accomplished: a Rapid Deployment Exercise which examines the complexities of deploying joint forces to deal with a crisis in the Middle East, and a Theater War Exercise which deals with a major conventional conflict on the European land mass. The final phase of Course I, Strategic Force Employment and Space Series is a 17-day, 65 contact hour course which examines the roles of strategic nuclear forces and nuclear employment policy as well as US strategic force posture and capability versus the Soviet strategic threat. The second half of this phase addresses the broad spectrum of space operations, from national policy through equipment capabilities to a look at the future potential of space systems and their application. In addition to these four primary phases, Course I includes a separate series of seminars (12 hours) devoted to study and discussion of Clausewitz's theory of war.

The second of the three core courses in the AWC curriculum is National Security Affairs which includes 160 contact instructional hours (95 lecture/discussion, 65 seminar) taught over about 40 class days of the fall semester. This course deals with national strategy and US national security policy complementing Course I's focus on military strategy. As stated in the Instructional Circular the course objective is:⁵

To comprehend and articulate US national strategy including its defense, foreign and domestic policy components; the elements of power that it should orchestrate to serve

national objectives; the factors, processes and constraints associated with its formulation; and its regional aspects.

To accomplish this objective Course II is divided into two phases, National Security Studies and Regional Issues in National Strategy. The National Security Studies phase is presented in four instructional blocks. Block 1, Foundations of National Security, deals with the concepts and definitions of national security, interests and power. Block 2, The International Setting, looks at such topics as international economics, energy and global resources, terrorism, and the Third World, to provide a framework for the external aspects of national strategy. Block 3, The US Domestic Setting, examines the American political system and the national decisionmaking process as well as the roles of society, the media, and Congress in that process. The final block in this phase, Themes of National Strategy, is an analysis of the specific national strategies and policies that have been implemented by the various administrations since World War II. The second major phase of Course II, Regional Issues in National Strategy, addresses in turn the five major regions of the world: Europe and the Soviet Union, the Middle East and South/Southeast Asia, Africa, Pacific Asia, and the Americas. In each of these areas the current political, economic and military situations are examined to provide a basis for the analysis of US regional policies and the potential role of the military in support of those policies.

Leadership and Management, the final of the three courses in the core curriculum is taught during the spring semester and runs some 30 academic days with about 130 contact hours involved. This course includes one minor and two major phases plus the National Security Study which is to some extent the capstone of the entire AWC curriculum. The overall focus of this course is the leadership and management of a large complex organization, in this case as applied to the Air Force executive process in support of the Department of

Defense decisionmaking and resource allocation process. Phase 1, Leadership, explores the values, attitudes and concepts of military professionalism and provides a basis for continued professional growth. It also addresses organizational dynamics and includes study of human relations, labor and legal issues. A separately identified, though minor phase, is directed toward executive health and physical fitness. This 1-day program is designed only to identify vulnerabilities to the student population, although adjunct voluntary programs which deal with this subject in more depth have been well received and may be expanded. The second major phase of Course III is Resource Management which examines the resource allocation system of planning, programming, and budgeting, the key participants in the process, and several of the most vital issues in the resource management arena. The capstone of the AWC course is the National Security Study during which the students in each seminar participate in a simulation of the development of national security policy and military force structure. The final results of this process, that is the national security strategy and the planning and programmed forces developed by the seminar, are briefed to the distinguished civilian guests who visit the seminar during the National Security Forum which, as discussed earlier, takes place during the last week of the school year.

CHAPTER II

ENDNOTES

1. Interview with Michael R. Keating, Colonel, USAF, Associate Dean, Office of Curriculum Planning, Air War College, Air University, Maxwell AFB, AL, 11 December 1984.

2. Ibid.

3. Ibid.

4. "The Secretary Talks About People," Air Force Policy Letter for Commanders. Washington: 1 December 1984.

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CHAPTER II

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CHAPTER III

THE COLLEGE OF NAVAL WARFARE

LOCATION

Campus location is at the Center for Naval Education and Training, Newport, Rhode Island.

ORGANIZATION

The President of the Naval War College, a Rear Admiral of the line of the Navy, is directly responsible to the Chief of Naval Education and Training for carrying out its mission. The Naval War College consists of the following four major colleges: College of Naval Warfare (senior grade US), College of Naval Command and Staff (intermediate grade US), Naval Command College (senior grade international), and Naval Staff College (intermediate grade international). This study focuses only on the College of Naval Warfare.

MISSION

Naval War College

To enhance the professional capabilities of its students to make sound decisions in both command and management positions, and to conduct research leading to the development of advanced strategic and tactical concepts for future employment of naval forces.¹

College of Naval Warfare

To investigate the political source and implications of military strategy, the economic and managerial aspects of force planning and administration of the implementation of naval strategy and operations at the highest command level. This is a senior grade US school composed of senior officers of all services and civilians.²

GOALS

The goals of the Naval War College are to provide:

A challenging academic environment, encompassing a program of intensive study requirements.

Guidance in individual research and analysis.

An understanding of the complexities of issues and factors relevant to decisions.

Direct learning toward expansion of logical reasoning capacity.

Analysis of the elements of choice.³

COURSE STRUCTURE

The College of Naval Warfare enrolls senior grade US military and civilian students in a 10-month curriculum consisting of three courses—Strategy and Policy, Defense Economics and Decisionmaking, and Selection and Application of Naval Forces.⁴

To accommodate the three courses of instruction, the academic year is divided into trimesters, beginning normally with Strategy and Policy and culminating with Selection and Application of Naval Forces. The College is essentially a graduate level academic institution.

Strategy and Policy Course Description.

The Strategy and Policy Course is based on the proposition that the senior level officer will be required to understand and balance the many dimensions of the relationship between national policy and military strategy. The course seeks to establish both a strong historical background in political-military affairs and current public policy analysis in order to strengthen in the senior officer an integrating perspective.⁵

The course initiates with an examination of the basic elements of strategic theory, and is followed by an examination of a series of historical and contemporary settings that illustrate enduring and recurring themes confronting strategists. These recurring themes include:

- a. The appropriateness of the military means that were employed to achieve the political ends of the nations involved;
- b. The need to coordinate sea, land, and air power and the ways in which lack of such coordination frustrates and strategic execution;
- c. Alternative, nonmilitary means that might also have been used to secure political objectives;
- d. The relationship between strategic theories current at the time and the military's actual capacities to implement those theories;
- e. The manner in which military advice was incorporated or failed to become incorporated into national policy;
- f. The limits on the use of force and on national strategy by domestic factors and by technological capabilities;
- g. The role that others play, both in the benefit they confer and in the limits they may impose;
- h. The constraints that the total international environment may place on the use of force. That is, all these factors that may make a military solution unsuitable for some foreign policy dilemma.⁶

The course culminates in a series of analyses of recent military actions.

Course Objective. The Strategy and Policy Course provides a framework to analyze the relationship between foreign policy and military strategy and the roles of both military and political leaders in policy formulation, military planning, and the conduct of war. Specific objectives include increased understanding of:

- a. The national security environment, domestic and international, which defines the context of national policy, capabilities, and external options;
- b. The policy assumptions undergirding strategic doctrines, force structures and planning, and the threat and use of force as an extension of national policy;
- c. The economic, technological, and logistical bases which underlie and specify the opportunities and limits of military strategies;

d. The range of diplomatic, economic, and cultural instruments with which military strategy must be integrated;

e. The social, political, economic, and technological developments which have shaped the history of warfare and allow us to distinguish what is₇ constant from what is variable in the conduct of war.

Methodology. Each case is studied through the integration of lectures, readings, tutorials, student essays and a seminar.⁸

Lecture: Students attend three lectures per week on subjects related to the assigned weekly topic. The first and second lectures are presented by the faculty of the Strategy Department and followed immediately by a post-lecture conference. The third normally is presented by a visiting lecturer. The visiting lecturer holds a post-lecture conference, attends a luncheon with selected students, and visits selected seminars.

Seminar Assignment: Each student is assigned to one seminar for course duration, which is led by a 2-man team consisting of an officer and a civilian faculty members from the Strategy and Policy Department.

Seminar Meetings: The seminar is integral to the understanding of the case studies. Student preparation and participation in the seminar is essential and preparation includes completion of required readings and familiarity with student essays.

Required Reading: Books and articles assigned to the weekly topic in addition to the student essays prepared for that week.

Tutorials: Regular established office hours for the faculty members for consultations on the preparation of essays and for other consultations.

Written Requirements: Each student is required to submit three short essays (5 to 8 pages or 1500-2400 words) on assigned weekly topics. Students will be individually assigned specific seminar topics by the seminar leaders at the course outset. The essay is neither a point paper or historical

summary. It is an analytical "think piece" with a thesis supported by relevant facts.

Graded Activities: A midterm examination is given in addition to a final 3-hour examination covering the work of the entire course.

Defense Economics and Decisionmaking Course Description. The Defense Economics and Decisionmaking study is an executive development course. It is designed with major emphasis on the preparation for future senior command and staff assignments. A multidisciplinary approach is employed, synthesizing selected concepts from organizational psychology, economics, systematic reasoning, political science, and management control among others.

In all teaching situations, concepts are applied to particularly critical problems involved in obtaining and allocating scarce resources within the national security environment. The integrating themes of the study are resource allocation and decisionmaking.⁹

Areas selected for special attention are:

- a. The economic, political and military environment affecting national security.
- b. Major military force planning concepts, issues, and choices.
- c. The structure and process for planning and programming military forces.
- d. A framework for analyzing unstructured force-related problems with high uncertainty.
- e. Behavioral influences on decisionmaking and commitment.
- f. Management control issues involved in large national security organizations.¹⁰

The Defense Economics and Decisionmaking Study is divided into three general frameworks:

- a. Defense Economics - "involves identification of the many and sometimes competing variables related to major resource allocation issues, especially choosing and supporting future military forces."¹¹

b. Defense Analysis - "provides a systematic, but not solely quantitative, process for defining objectives and choosing among competing defense resource alternatives."¹²

c. Nonquantitative Factors - "includes elements of a personal strategy of executive leadership and management for integrating the activities of and executing management control over a significantly sized and complex national security organization."¹³

Specific focus for each framework is as follows:

Defense Economics and Decisionmaking General Lessons: Provides both familiarity with the national security environment and a potential framework for decisionmaking.

Defense Economics: Organized into two main parts: National Security Environment and Force Planning. Part One examines and assesses the economic, political and military environments from both a national and international perspective for their national security implications. A force planning framework that organizes the above factors is provided. Part two applies the force planning framework and related defense concepts to contemporary issues involving military force choices. A treatment of current force planning concepts and alternatives is provided in four primary threat areas: strategic nuclear, NATO, contingency operations and naval forces.¹⁴

Defense Analysis: This course does not teach the aspects of formal analysis but concentrates on developing a rational thought process for defining clear objectives for systems being considered, and to identify alternatives effectively use resources. It also helps the senior decisionmaker understand the analytical rationale underlying most formal studies of force choice issues and communicate clearly with the technical analyst and other senior decisionmakers.¹⁵ The course is divided into three parts:

Part I - A decision process for analyzing complex decision situations.

Part II - Tools and techniques which can be used in the decision process.

Part III - The structure and process of the Planning, Programming and Budgeting System (PPBS).¹⁶

Nonquantitative Factors. This course examines the concepts which explain, control and evaluate the actions taken by organizations, groups and individuals prominent in the national security process. It accomplishes this by first describing and analyzing the environment of the national security structures. It next focuses on the elements of organizational and individual behavior which impact on decisionmaking in the national security arena. It next shifts to the executive concern of influencing the behavior of others to accomplish set objectives. The course also addresses some of the military and civilian personnel factors required to be taken into account when planning and choosing a US military force structure.¹⁷

Course Objectives: The Defense Economics and Decisionmaking Course is designed to expand the student's personal philosophy of what constitutes an integrative, balanced, executive point of view. The joint learning objectives are to:

Increase understanding of economic-based issues and concepts that impact on, and are useful in, the choosing and programming of military forces.

Increase insight into an analytical process for logically making decisions involving complex, resource-contained national security issues.

Increase insight into major behavioral and management control issues that influence national security decisionmaking, policy implementation and change.

Increase ability to perform and communicate effectively as a senior decisionmaker, manager, and staff member in the national security decisionmaking structure.¹⁸

Methodology: General structure of the course utilizes approximately 80 teaching seminars and 10 lectures. An active seminar environment with vigorous exchange of views is emphasized. The course of instruction is studied through lectures, readings, tutorials, oral assignments and written assignments. The curriculum relies heavily on the case study method to apply concepts and analysis to several different and unstructured national security issues. Total course requirements will normally involve an average workload of about 45 hours of in-class and out-of-class work.¹⁹

Seminar Assignments: Each student is assigned to a seminar group representing a balanced distribution of several agencies and functional expertise. Three faculty members are assigned to each seminar, one for each of the three courses of the DEDM Study.

Seminar Meetings: Seminars generally meet Monday through Thursday. Classes for subcourses are normally 90 minutes long. Individual Course Seminar meeting format is as follows:²⁰

Defense Economics - typically meets two to three times a week in 1 1/2 hour sessions. Each session is either a lecture or seminar discussion.

Defense Analysis - typically meets twice a week. Primarily seminar oriented with emphasis on personal analysis and in-class discussion of assigned case studies.

Nonquantitative Factors - typically meets two to three times per week. Seminar discussion of concepts and cases from the national security environment provide the basis for the case study method of instruction. Lectures and films are used to complement seminar discussions.

Required Readings - normally articles and selected chapters of assigned books in addition to case studies.

Tutorials - regularly established office hours serve as an aid to mastering the course material, as opportunities for review, counseling and an opportunity to review tasks and provide feedback on course content.

Verbal and Written Assignments: Each course of the Defense Economics and Decisionmaking Study has verbal and written requirements. The following is a composite listing of nongraded course assignments:²¹

<u>Course</u>	<u>Requirement</u>	<u>Type Effort</u>	<u>Length</u>
DA	DA Case Application	Written/Individual	Presented Format
DE	Personal Framework	Written/Individual	1-5 pages
DE	Naval Force Case Presentation	Oral/Group	
DEDM	Defense Resources Board	Oral/Group	
NQ	Personal Strategy Management	Written/Individual	2 pages

Graded Activities: Graded requirements for each of the three courses are as follows:²²

<u>Course</u>	<u>Requirement</u>	<u>Type Effort</u>	<u>Length</u>
DA	Final Examination	Individual—ability to prepare a systematic analysis of a defense problem. Open book, completed in class.	4 hours
DE	Force Planning Essay	Individual—ability to rationalize a major force planning issue and suggest a solution. The major paper of the AFDM study.	10 pages
DE	Final Examination	Individual—ability to use concepts in an organized, concise, and logical way to analyze one of three caselets. Completed in class. Closed book.	3 hours

NQ	Case Analysis	Individual—ability to apply course concepts in an organized, concise and logical way to analyze a major case. Completed outside of class.
NQ	Final Examination	Individual—ability to apply course concepts in an organized and concise way to analyze a series of caselets. Completed in class. 4 hours

Selection and Application of Naval Forces Course Description. The pervasive theme is decisionmaking—the selection of optimum forces and then the best employment of those forces. The course builds on concepts from history, strategy, science and logic as well as from past and personal experience. It emphasizes active learning through historical examples, case studies and war games.

The course is organized into three consecutive phases. Each phase concludes with the playing of one or more war games at the theater level or above, enabling the student to apply material covered. The three phases are as follows:²³

Introduction and Perspective -

this phase includes a review of the principles of war from a historical viewpoint; a presentation of those aspects of International Law which apply to the use of military force; and identification of the Soviet threat to US national interests. This phase concludes with an examination of major promilitary theater challenges as viewed from current, unified commanders and a political-military crisis game.²⁴

Naval Tactical Considerations - this phase primarily examines the tactical employment of naval platforms and systems. It includes a review of current naval platforms, weapon systems, naval force missions, and operational tactics. This phase concludes with a series of week-long theater level war games at the College's Center for War Gaming.²⁵

Joint Strategic Level Considerations - this phase examines factors that impact on the strategic use of naval forces in joint or combined operations. A thorough briefing on the Navy's Strategic Nuclear Forces and their integration into the National Single Integrated Operation Plan is included. This phase concludes with a worldwide war game. Students assume roles of major echelon commanders or as a member of their staff at the unified command level or above.²⁶

Course Objective: The Selection and Application of Naval Forces Course is a senior level course in naval strategy and tactics. It's emphasis is on the principles and logic involved in naval strategic and tactical decisions, examining the selection of forces necessary to meet the requirements of the theater commander, and provides broad application to other services. It is designed to prepare officers for future major command and to operate as key members of major military staffs.²⁷ Detailed course objectives are:

- a. To demonstrate the capabilities of Naval Forces to accomplish strategic and tactical objectives in varied crisis and combat situations.
- b. To provide a vehicle that integrates the Strategy and Policy and Defense Economics and Decisionmaking courses in such a manner to demonstrate the presence of national policies and objectives utilizing a wide variety of forces.
- c. To elevate the individual officer's perspective on warfighting preparation to the level of integrated strategy and tactics.
- d. To improve each officer's ability to participate in and manage the military decisionmaking process.
- e. To improve the student's ability to select and allocate naval forces to accomplish a specific mission and then to teach subordinate naval elements to perform operational functions in support of the mission.
- f. To understand the capabilities, limitations and tactical options of threat forces.

g. To develop a familiarity with International Law, Rules of Engagement and the controls which limit the application of military force in peace and war.

h. To, by means of war gaming: develop operational decisionmaking skills; exercise staff coordination in the planning and control of naval, joint, and allied forces; and provide familiarization with geographic theater where force commitment may become necessary.²⁸

Methodology: The course is studied through the use of lectures, seminars, historical case studies and presentations. War games and operational scenarios are played through the complete range of simple to complex. Student effort for war games range from individual effort and preplanning to the staff team approach. Student's individual participation and decisionmaking are key elements in the learning process.²⁹

Lectures and Seminars: Lectures and seminars are normally scheduled Monday through Friday mornings. Afternoons are normally reserved for self-study or for group functions in preparation for war games. War games require student participation throughout each day of game play.

Seminar Assignment: Students are assigned to a seminar for the course duration. Seminar groups are selected to ensure a cross section of talent and experience. Student participation and interaction are critical to achieving the goals of the course.

Required Readings: The course has three categories of reading: required, reference and suggested. The first two are issued and the third is available in the library. Required readings are to be read prior to the appropriate session. Eighty percent of the readings are classified.

Tutorials: Seminar moderator or research advisors are available for consultations on course material or preparation of the research paper.

Essays: A 15 to 20 page research paper on an operational, strategic or tactical subject of the student's choice is required.

War Games. The types of war games in the course are: operational engagement analyses, discussion games and computer assisted war games. Operational engagement analyses are essentially tactical situations demonstrating specific platform/sensors/weapons capabilities and limitations.³⁰

Seminars generally meet in smaller groups for solutions and responses.

Discussion games are more complex type scenarios that involve various forces and types of warfare. These games are played at the seminar level against a control group. The course has two computer assisted war games—theater level and worldwide. They are one sided. The student is assigned to a Blue Theater level echelon or above.

Graded Activities: The student has two graded activities. The previously mentioned 15-20 page research paper and a final examination given prior to the Worldwide War Games.

Electives Program. The Electives Program is designed to provide students an opportunity to study and explore relevant subjects beyond the core curriculum. Approximately 40 individual courses are offered for the Elective Program of which 22 are available each trimester. Course subjects range from military theory and operations to area studies and management, economics, history and philosophy. Since the Electives Program is interdisciplinary in character and utilizes faculty and staff from all departments of the Naval War College, it provides an opportunity for the faculty to teach independent courses in their respective fields of specialization. Students of the College of Naval Warfare are required to take one elective each trimester. They represent approximately 20 percent of the academic effort. All elective courses are on a "pass/fail" system and consist of 10 weekly sessions each trimester. Students are permitted to audit an additional elective simultaneously. The Elective Program is utilized by all the Colleges of the Naval War College. Course selection is

based on a first-come-first-served basis from student individual response cards.³¹

GRADING

The Naval War College is an accredited academic institution that awards grades for the three curriculum courses. Overall student grades are based on examinations, class participation, essays and term papers. Grade values are as follows: Grade A—work of very high quality, clearly above average; Grade B—expected performance; Grade C—below average; and Grade F—unsatisfactory. The Office on Educational Credit of the American Council on Education has recommended that a total of 21 graduate semester hours be granted for completion of the core curriculum.³²

STUDENT BODY

The College of Naval Warfare student body is composed of approximately 180 officers and senior civil servants from all branches of the military including the Coast Guard and DOD civil servants. Approximately 100 of the 180 students are Naval officers. Figures 1, 2 and 3 provide student profiles for the fall of 1984.³³ Naval War College is unique among all of the Senior Service Colleges in that the College matriculates Naval students at the beginning of any trimester. The Navy has not observed any adverse reaction to this policy and has found that it allows more freedom of assignment to the service college for its selected officers. Officers who are phased into the curriculum must complete all three trimesters prior to graduation. This normally equates to an approximate 1 year tour of study versus the usual 10 months.

PROFILE AUGUST 1984

<u>Composition</u>	CNW <u>1984</u>
US Navy	100
US Army	31
US Marine Corps	30
US Air Force	13
US Coast Guard	2
Civilians	<u>9</u>
Total	185

FIGURE 1

STUDENT PROFILE FALL 1984

<u>Education</u>	CNW <u>1984</u>
Doctorates	4
Masters	101
Undergraduate Degrees	78
No Degree	<u>2</u>
	185

FIGURE 2

The current College administration has stated that the student body size has expanded to the point of reaching the capacity of the physical plant. Students are assigned to individual study cubicles for the entire academic year. Seminar assignments are changed at the beginning of each trimester and are composed of 15-18 students. International students from the Naval Command College are integrated into these seminars as security clearances allow.

Although there is no formal connection to a Master's program, students have the opportunity to pursue a Master's degree program through Salve Regina College utilizing the Naval War College recommended academic accreditation to supplement course requirements. Additionally, those students desiring to pursue special projects that identify strategic issues for the US Navy are provided the opportunity to engage in full-time research for one trimester under the Center for Advanced Research component of the Naval War College.

METHODOLOGY

Although each department varies somewhat in its method of instruction, the prime method of instruction is through the seminar and interaction of the seminar members. Guest lectures and faculty lectures are secondary. Case studies, written essays on selected topics, required reading, operational scenario studies and war games are the vehicles utilized to enhance curriculum material in the seminar.

PROGRAMMING

Each course of study controls its respective trimester typical student workload and weekly schedule as follows: the typical week for the Defense Economics and Decisionmaking Study consists of eight to nine seminars of 90-minute duration each per week. Approximately 3 hours of preparation time for each seminar session is considered normal. Each student averages approximately 45 hours per week of preparation and contact time. The Strategy and Policy Course typical week consists of three lectures and one 3-hour seminar. Approximately 500-700 pages of reading is standard in addition to research in preparation of the three 6-10 page essays. A typical week in the Selection and Application of Naval Forces consists of four to six seminars of 2-3 hours each. Three hours of required readings per session is considered normal. The

remaining time is geared to student preparation of plans for case studies, war games, and research for the one major research project. During the CINC level war game, the entire academic day and week is devoted to preparation, play and wrap-up. Electives normally meet either Wednesday or Thursday afternoon for 10 weeks during the trimester and represent approximately 20 percent of the student's effort. The total academic year teaching days are as follows: Defense Economics and Decisionmaking Course - 59 teaching days; Strategy and Policy Course - 68 teaching days; and Selection and Application of Naval Forces - 62 teaching days. Additionally the following periods are scheduled to enhance core studies of Total Force Week presented during the first week of class; Media Conference - a 2-day period during the fall trimester; Advanced Research Symposium - a 2-day period during the second trimester; and the Current Strategy Forum - a 2-day period prior to graduation. The College of Naval Warfare does not have a Field Study Program.

FACULTY

Admiral Turner as President of the Naval War College in 1972 changed the focus and makeup of the faculty of the College that remains today. He increased significantly the number of civilian faculty members and established a dedicated and specific military faculty. The overall direction of the College became more academic and educational. The utilization of the faculty at the Naval War College is unique among all senior service colleges. Both the intermediate and senior level colleges are taught at the Naval War College with a single faculty. It in effect doubles the number of faculty and allows the teaching of each level sequentially.³⁵ While one Department's faculty is teaching the senior level during a trimester, another is teaching the junior level and the third is preparing the next year's curriculum. Each Department has its own chairman and total control of its faculty. Aside from teaching an elective,

the faculty is dedicated totally to his respective department's curriculum and can pursue research and publications. Two of the three core curriculum courses—Strategy and Policy and Defense Economics and Decisionmaking—are chaired by civilian professors who also serve as instructor themselves. Faculty composition by department is as follows:³⁶

<u>Department</u>	<u>Military/Civilian</u>
Strategy and Policy	11/12
Defense Economics	17/7
Naval Operations	24/3
Continuing Education	<u>5/4</u>
	57/26

Individual Service Instructors are as follows: 37 Navy; 6 Marine; 1 Coast Guard; 6 Army; 6 Air Force; and 1 permanently assigned Royal Navy. Civilian faculty members are not required to have tenure but generally start with a 1-year contract and can then receive a 3-year contract. The civilian faculty is hired on an Accepted Appointment method that is unique to the Navy. These faulty members are not on a civil service pay scale, although a few faculty members are civil service. Generally, the faculty is hired based on a degree in a specific area and considered front runners in their field. Military faculty members predominantly have Master's degrees; however, it is not a prerequisite for appointment.

CHAPTER III

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CHAPTER IV

THE INDUSTRIAL COLLEGE OF THE ARMED FORCES

BACKGROUND AND LOCATION

The Industrial College of the Armed Forces (ICAF) was originally established as the Army Industrial College in 1924, as a result of the lessons learned during World War I that increased expertise in the area of industrial mobilization was required within the military. In 1946, after a suspension of activity during World War II, the Army Industrial College was reestablished as the Industrial College of the Armed Forces at Fort Lesley J. McNair in Washington, DC. The college moved to its current facility, Eisenhower Hall, still at Fort McNair, in 1960. In 1976 ICAF and the National War College were unified under the auspices of the newly established National Defense University (NDU), which functions as the Joint Chiefs of Staff organization for professional military education. The ICAF Commandant, currently Major General Clyde D. Dean, USMC, reports directly to the NDU president, Lieutenant General Richard D. Lawrence, USA. The NDU president, chosen on a rotating basis from among the different services, as is the ICAF Commandant, reports directly to the Joint Chiefs of Staff.

MISSION

The mission of ICAF is to conduct senior level courses and associated research in mobilization and in the management of resources in support of national security in order to enhance the competencies of selected military officers and senior career civilian officials for positions of high trust in the federal government.¹

It is significant that ICAF is the only one of the five senior service

colleges whose mission is dedicated to specific components of national security—resource management and mobilization. As one interviewee expressed it, ICAF is concerned with the preparation of the armed forces while the other colleges are concerned with the employment of the armed forces in the execution of national security policy. As a joint school ICAF does not emphasize service unique issues or systems in its curriculum.

COLLEGE STRUCTURE

To support this course of study ICAF has a two Dean organizational structure: a Dean of Students and Administration (ICSA) and a Dean of Faculty and Academic Programs (ICFA). ICSA is a supporting agency which includes Ceremonies Coordination, Operations and Security, and a Visitors Bureau which primarily provides support to guest speakers. ICFA is the academic side of the house, responsible for the conduct of all curricular programs. Administrative support for ICFA is provided by a Director of Academic Administration. There are three academic departments responsible for execution of the curriculum: the Department of Resource Policy and Analysis (ICFA-RPA), the Department of Organizational and Personnel Management (ICFA-OPM), and the Department of Materiel and Systems Management (ICFA-MSM). Each of these departments is chaired by an O-6 active duty officer who supervises about a dozen teaching faculty members. ICFA-RPA currently consists of three military and twelve civilian faculty members and is responsible for the overall management of Phase I (Public Executive Perspective), instruction of module A (Economic Enrichment Concepts) in that phase, and both the management and instruction of Phase II (National Security and Mobilization Management). ICFA-OPM consists of ten military and two civilian faculty and is responsible for instruction in Phase I module C (Executive Skills Development), and the management and instruction of Phase III (Manpower Resources Management). ICFA-MSM is responsible for all

of Phase IV (Materiel Resources Management) and has eleven military and two civilians assigned.

FACULTY

The ICAF faculty is intentionally drawn from the military, diplomatic, and academic worlds. With the Dean and Associate Dean of Faculty and Academic Programs included along with the three academic departments, there are 42 members of what may be termed the primary teaching faculty. Of these, 25 are military 0-5s and 0-6s and 17 are civilian (one GS-14, three FE-MC, and thirteen GS-15). Academic degrees include eighteen doctorates and 21 masters. In addition 24 of the 42 are graduates of a Senior Service College, of whom 14 attended ICAF. This data reflects the stated preferences of ICAF hiring policy in desiring SSC graduates who possess advanced degrees in fields relevant to the course of study, e.g., Business Administration, Public Administration, Logistics, etc. The military faculty is generally assigned on a 3-year tour while civilians are hired on a 3-year contract with options for extension. Although the present faculty mix does not so reflect, there was a preference indicated for civilian instructors due to the perceived lack of experience and qualification in teaching at the desired level by military personnel.

STUDENT BODY

Reflecting the joint nature of ICAF the student body is more balanced than the service sponsored war colleges, with a mix as follows:²

	<u>#</u>	<u>%</u>
Army	59	28
Navy	33	16
Marine Corps	11	5
Air Force	60	29
Coast Guard	2	1
Civilian	<u>44</u>	<u>21</u>
Total	209	100

Students are military 0-5s and 0-6s and civilian GS-14s and 15s or FS-1/2. The Class of 1985 averages 42 years of age with 17 years federal service. Of the students, 155 (74 percent) hold masters degrees and ten (5 percent) hold doctorates. Some concern was evident during our research that the service assignment processes should be somewhat more responsive to the college's mission in both the selection and future assignment of officers attending ICAF. Specifically, more attention should be paid to the nominees' experience in the personnel and logistics area prior to their selection for attendance, and that the knowledge and experience gained at ICAF should be a factor in their future assignments, which hopefully would be to positions dealing directly with manpower and materiel resources management or mobilization.

COURSE STRUCTURE

In general, ICAF approaches the course as graduate level education with a multidisciplinary approach to the study of mobilization and resource management. Students are provided significant classroom experience, group research and study, and individual research and writing. Approximately 2 hours of preparation are expected for each hour of classroom time, and a written paper is required in each major phase of instruction. In addition, each student is required to complete a major research project on an appropriate and relevant

issue. This is generally done in small groups under the auspices of the Mobilization Studies Program, or in a few select cases, with the approval of the Dean of Faculty and Academic Programs, as an independent research program. Although the course is not graded, and for the first time in 1985 there will be no distinguished graduate program, these writing requirements serve to provide a foundation of rigor to the overall academic program.

The academic program is divided into five "core program" phases complemented by elective and research programs. The core program phases are conducted sequentially with the exception of the A module of Phase V, Joint Training and Exercise, which is conducted between phases II and III. The elective and research programs are year-long programs which run concurrently with the core program. In addition there is a "Distinguished Lecturer Series" which is presented on Wednesdays, 20 times during the year. A typical daily schedule of activities will have two periods available for instruction in the morning and two in the afternoon. The morning sessions are generally devoted to the core program while the afternoon sessions are normally used for elective or research and study.

As previously mentioned, the ICAF program is directed toward the study of mobilization and the management of resources in support of national security. In pursuing this goal Phase II: National Security and Mobilization Management, Phase III: Manpower Resources Management, and Phase IV: Materiel Resources Management are the heart of the academic program. Phase II provides the basic framework and environment for mobilization management, while Phases III and IV explore in depth the two major resources that support the armed forces in the national security arena: Personnel and Materiel. Phase I: Public Executive Perspective is a short introductory course which provides a framework upon which the remainder of the program is built, while Phase V is a capstone for the entire program during which the students participate in a

politico-military crisis simulation using the strategy and forces available as the result of a Five Year Defense Plan developed during the first week of the phase.

The ICAF elective program is structured as a two semester program during each of which the students are required to take three courses. Students who are participating in the cooperative master's degree program with George Washington University fill their electives with courses prescribed within that program, while most of the students select from some 93 courses sponsored by either ICAF, NWC, or NDU. The 16 NDU courses are offered in the areas of Decision Support Systems, which emphasizes automated systems, and Executive Development, which includes such courses as Executive Writing, Executive Health and Fitness and the like. The 40 ICAF sponsored courses are subdivided into the major categories of Economics, Public Administration, Strategy and War, and Material and Industry. National War College sponsors courses in International Politics and Economics; Defense Policy, Strategy, and Planning; Foreign Area and Comparative Defense Studies; and US Policies, Domestic Processes, and Policy Formulation. The elective courses meet once per week on either Tuesday, Wednesday, or Thursday afternoons for 12 weeks, and run concurrently with the core program. A Research Seminar program is also offered, which may be taken in place of one elective each semester. There is no option for auditing elective courses; however, overloading is permitted (for credit) if space is available after all students have filled their 3-course per semester requirement.

METHODOLOGY

Throughout all phases of instruction a fairly wide variety of teaching vehicles are employed. It is convenient to this analysis to group these vehicles into three categories: contact periods, independent research and

study, and field studies. Contact periods make up the majority of time allotted during the course, some 445 (58 percent) of the 765 total instructional periods available. Lectures, panels and films are generally presented to the class as a whole and constitute about 15 percent of the program. Very few of the lectures and panels are generated from within the ICAF faculty, primarily due to the accessibility of personalities directly involved in corresponding real-world activities by virtue of ICAF's location in Washington. Seminars are conducted, in several formats and make up 42 percent of the course. The twelve seminars into which the class is divided are primarily faculty led, but include sessions led by visiting guests and students as well. Instructional techniques used in seminar include case studies, periods of instruction and discussion, student presentations, exercises and simulations. Independent research and study is scheduled virtually every day during the course and is either designated for Mobilization Studies Program research or is nonspecific and left to student judgment. This noncontact time constitutes 29 percent of the course, or 222 one and one-half hour or longer periods.

FIELD STUDIES

Field studies make up 13 percent of the course and are conducted in several areas, primarily in Phase IV during the Defense Industry Analysis (DIA) Program. During their year at ICAF the students will make local field trips to Congress, the Air Force Association national convention, The Association of the US Army national convention, and to local industries in support of their DIA project. The Joint Educational Enrichment Program (JEEP) provides an opportunity for students to travel on a voluntary basis to various military installations to observe firsthand the operations at those locations. The JEEP program, which is also available to National War College students, is conducted at little or no cost to the institution as it relies on "opportun-

airlift" abroad Military Airlift Command aircraft transitioning bases in the Washington area, and while on these trips the students must provide their own food and lodging. JEEP trips are scheduled over weekends and have no impact on normal classes except that no classes are scheduled on the Friday departure days. The major field trips are scheduled in Phase IV, module B: Defense Industry Analysis. During this phase all students spend 1 week investigating a defense related industry within the United States, and 2 weeks looking at that same industry in an overseas area.

COURSE CONTENT

Phase I of the core program, Public Executive Perspective, a general preparation phase for the remainder of the year, constitutes the first 4 weeks of the ICAF course. In module A, Economic Enrichment Concepts, students are reintroduced (or perhaps introduced) to basic concepts and methods of economic analysis at both the macro- and micro- levels. The overall objective of this module is tocepts and methods of economic analysis at both the macro- and micro- levels. The overall objective of this module is to provide a sound basis for rational and objective decisionmaking. All assigned readings in module A are from Economics: Principles and Policy by William J. Baumol and Alan S. Blinder. Module B, Productivity and Personal Computers, provides an introduction to basic computer skills and an overview of opportunities available to apply and advance those skills during the year. The texts used in this phase are the tutorials which are written for the Kaypro computers used in the course. Module D, Executive Skills Development, is primarily a behavioral science phase which focuses on the students' self awareness and interpersonal relations skills. In addition, during the first week of Phase I the equivalent of three class days is devoted to welcoming, orientation, assessment

completion, and various other organizational activities not specifically directed toward the academic curriculum.

Phase II of the core program, National Security and Mobilization Management, focuses on the domestic and international environments affecting the development of national security policy, military strategy, and mobilization concepts. Module A, Domestic Factors Affecting National Security, examines public, governmental, and military systems which are involved in the formulation of national security policy. The 21 blocks of instruction cover national economic problems and policies, the legislative, judicial, and executive roles in policymaking and budgeting, as well as the Joint Strategic Planning System and the Defense Planning, Programming, and Budgeting System. Readings in this module are primarily periodical articles from an anthology prepared for student use by the ICAF faculty. Module B, The International Framework for National Security examines US interests in the various regions of the world, US foreign policy objectives, and US international economic policy. There are 19 instructional blocks in this module and as in module A the readings are articles contained in an anthology specifically prepared for this course. Module B is supplemented by an 8-session Regional Studies Program, during which guest experts (regional area specialists) present in seminar their views on specific aspects of that seminar's region that affect national security policy. The last two sessions of the Regional Studies Program are student led seminars which focus on the development of US foreign policy in the region, based on the inputs of the first six sessions. Module C, Military Strategic Operations and Mobilization Concepts, is directed toward the issues associated with military power and strategy, then explores the connection between military strategy, logistics, command and control, and mobilization. Readings for this course are varied, consisting of governmental reports,

excerpts from books, and once again numerous articles consolidated into an anthology for the course.

The third phase in the core program, Manpower Resource Management, focuses on the Total Force and the major systems used in procuring human resources for defense. Module A, the first of four modules in Phase III, is Manpower Management, which addresses the broad based issues of requirements, recruitment, retention, the demographic resource base, and the All Volunteer Force. This module includes seven specific instructional blocks covered in 12 meeting periods. Student readings throughout Phase III are drawn primarily from an article in an anthology prepared specifically for this course. In the syllabus published for Phase III there is an inconsistency between module content and titling. The Course Sequence paragraph of the syllabus states:

Module B, Military Professionalism and Ethics, examines the current ethical and professional climate within the military establishment and look at sources of pressure for unethical/unprofessional behavior. Module C, Personnel Management, then shifts to an examination of the organizational processes that characterize large, complex organizations such as the Federal agencies, and examines specific personnel management issues, such as motivation and productivity, women in the military, military families, etc., which must be addressed in an organizational milieu.³

The specific instruction blocks, however, indicate the opposite organization since module B includes blocks on Civilian Personnel Management, Officer Personnel Management, Alcohol and Drug Abuse, and Military Families while module D addresses leadership versus the management ethic, Military Ethics, and POW/Hostage Experiences. Blocks on Women in the Military and Ethics and Racial Minorities appear in module D along with Mobilizing and Expanding the Total Force, Manpower Conservation, and the Manpower Mobilization Exercise. In spite of the apparent discontinuity modules B, C, and part of D look at specific personnel issues that face decisionmakers in today's armed forces. The capstone of Phase III module D is a 3-day computer-assisted exercise

during which various policy options are explored in terms of their costs and effect on the manpower mobilization problem.

Phase IV, Materiel Resource Management, is composed of two integrated and overlapping modules, Materiel Logistics and the Defense Industry Analysis (DIA) Program. The Materiel Logistics module includes 28 instructional blocks and some 55 instructional periods which cover virtually all aspects of materiel resources management including acquisition, provisioning and support. The keystone of this module is a 14 session computer-assisted exercise, Systems Acquisition for (Top Level) Executives (SAFE), which focuses on the application of analytical techniques for decisionmaking in the development and procurement of a notional major weapon system. Module B, the Defense Industry Analysis Program . . .

. . . analyzes the structure, capabilities, and limitations of the US industrial base supporting the materiel logistics requirements of national security during normal and emergency conditions. It also provides a framework within which contemporary analytical techniques can be applied to assess the status of a selected defense industry.

During this module students are formed into 12 committees, each of which analyzes a specific defense industry, both in the United States and overseas. The results of these investigations are presented both as written analyses and as oral presentations to the entire class. The written reports are published for public release after being cleared through the Office of the Secretary of Defense.

The capstone of the ICAF program is Phase V, Joint Training and Exercise, a simulated world crisis situation titled Exercise Prudent Stride. During Phase V the student bodies of both ICAF and NWC are formed into joint seminars to undertake first the development of a national strategy and a realistically constrained force structure to support that strategy, then to enact their strategy when faced with a worldwide crisis situation. The strategy and force

development is accomplished over a 1-week period scheduled between Phases II and III of the core program. The result of this portion of the exercise is a notional Five Year Defense Plan which will define the forces available for use during the 2-week joint exercise, which takes place following Phase IV.

CHAPTER IV

ENDNOTES

1. Interview with Dr. Bernard S. Waterman, Associate Dean of Faculty and Academic Programs, Industrial College of the Armed Forces, National Defense University, Washington, 6 December 1984.
2. Ibid.
3. Industrial College of the Armed Forces. Department of Organizational and Personnel Management. Syllabus, Phase III: Manpower Resources Management, p. viii.
4. Industrial College of the Armed Forces. Department of Materiel and Systems Management. Syllabus, Phase IV: Materiel Resources Management, p. B-3.

CHAPTER IV

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CHAPTER V

THE NATIONAL WAR COLLEGE

LOCATION

The National War College is located at Fort Lesley J. McNair, Washington, DC.

ORGANIZATION

The National War College is a component of the National Defense University. The Commandant, a military officer of two-star rank, occupies the position which rotates among the Air Force, Army and Navy. He reports to the President of the National Defense University and is responsible for College curriculum development, student activities, faculty management and other internal matters. The College is organized into the Office of the Dean of Students and Administration and the Office of the Dean of Faculty and Academic Programs. Additionally an International Affairs Adviser from the State Department reports directly to the Commandant. The Dean of Faculty and Academic Programs is directly responsible for curriculum, academic scheduling and the Guest Lecturers Program. Three departments directly under the Dean of Faculty and Academic Programs are organized to emphasize broad areas of responsibility. These departments and their areas of responsibility are as follows: the Department of Public Policy studies and examines the relationship between the management of resources, national security and the domestic environment, and decisionmaking; the Department of International Studies examines the relationship between US national

security and the world environment and is headed by the International Affairs Adviser; and the Department of Military Strategy studies the foundations of national strategy, national security and US military posture.¹

MISSION

The National War College mission is as follows: conduct a senior level course of study promoting excellence in the development of national security policy and strategy and the application of military power in support thereof including doctrine for joint and combined operations and consideration of war fighting capabilities.

Through study and research, enhance the preparation of selected personnel of the armed forces, the Department of State, and other US government departments and agencies to perform high level command and staff policy functions associated with national strategy formulation and implementation.²

OBJECTIVES

The objective of the College is to foster professional qualities that will enable the student upon graduation to contribute to US national security. A key aspect of this objective is the focus on the necessity to enhance the joint environment. In addition to the improved joint environment, the National War College enhances the following:

Professional skills in leadership, management, and decisionmaking; and the motivation to establish and pursue personal goals in continued executive development.

The ability to identify and analyze factors underlying the policy of foreign states that impact on US national security interest.

The capacity to determine trends which could affect the security of the United States, and to analyze critically national security issues and questions of military strategy.

Comprehension of major national security policies, and the process by which they are developed and implemented.

Knowledge of modern management and organizational techniques, to include the utility and limitations of quantitative and qualitative analysis and computers as aids to examining security issues and reaching decisions.

An appreciation for the importance of differing views and perceptions within a democratic society and the role of advocacy with regard to national interests.

Confidence to function effectively in a complex, ambiguous, and uncertain environment.

The ability to speak, read, write and edit well.³

COURSE STRUCTURE

The curriculum is designed to meet the objectives of the College. This is accomplished by dividing the curriculum into three mutually supportive study and research programs. The three academic programs are: the Core Studies Program (basic level national security affairs); the Elective Studies Program (an opportunity to expand knowledge beyond the core studies); and Strategic Studies Program (a major research program designed to sharpen research, analytical and writing skills and to produce useful studies on national security issues). The academic year commences in August and ends with graduation at the end of May. It is divided into two semesters with Christmas recess. The Elective Studies Program is divided into fall and spring semester studies. The Strategic Studies Program is an ongoing research study throughout the entire academic year. The academic year concludes with joint training and a joint exercise with the Industrial College of the Armed Forces.⁴

CORE STUDIES PROGRAM DESCRIPTION

The Core program consists of the following interrelated courses, exercises and simulations: Unit I - Executive Decisionmaking and Security Challenges;

Unit II - Art of War; Unit III - International Security Environment; Unit IV - American Policymaking Process; Unit V - Major Powers and Regions; and Unit VI - US Defense Policy and Military Strategy. Each unit is designed to interrelate and provide an understanding of the development and implementation of national security policy and strategy.⁵

Unit I: Executive Decisionmaking and Security Challenges. This unit initiates the academic year with a study of executive skills development; a National Security Overview; and Health and Physical Fitness Assessments. The Executive Skills Development portion of Unit I introduces and examines interpersonal relations, group dynamics, the organization's ethics and decision-making skills. During the first week of class, the Myers-Brigs Type indicator and the Strength Deployment Inventory are completed. Additionally, students are provided with the opportunity to voluntarily participate in a comprehensive executive level health and physical fitness assessment. Part II, the National Security Overview is a broad-based overview of major issues facing national decisionmakers. It provides a foundation for the entire course of study. Major issues that are addressed include: the strategic challenge, economic turmoil, domestic constraints, military reform, affordable technology and strategy for the year 2000 and beyond.⁶

Unit II: Art of War. Unit II concentrates on one element of national power--military force. The study of the Art of War early in the College curriculum is intentional. It focuses on the extreme position of national strategy in the possible future in order to understand other instruments of national power that are available to decisionmakers. The study examines major decisions in war. The course focus is on contemporary issues by utilizing history and historical writers. Classical writers of the Art of War are studied. However, the impact of nuclear weapons and technology are also addressed. This area of

study also compares Soviet and US approaches to the Art of War. Unit II has three objectives: to provide the student with the ability to transition from the theory of how to achieve national security objectives to the theory of setting national security objectives; to understand the role of the political objective in war; and to prepare the student for other aspects of the curriculum. The curriculum structure and methodology in meeting these goals are based on four key assumptions: thinking about war is a career-long process; the political objective must be the foundation of war; the military objective must support the political objective; and a strategy can only be decided upon once a military objective is set. Unit II requirements include two essays. Essay one is a 3-page analysis with relevance to modern warfare on one of the classical thinkers on the art of war. Essay two is a 3-page critique of some aspect of the US art of war focused on one of three dimensions of war—the political objective, the military objective, or strategy.⁷

Unit III: International Security Environment. The International Security Environment course is divided into two parts with five sequential blocks. Part I, titled "Understanding the Environment" concentrates on understanding the overall international political and economic environments for US national security. This section consists of three blocks. Block A examines the key concepts of power, national interest and policy objectives at the interstate level of world politics. Block A also examines the nonstate political actors and the motivations for international political action (ideologies, religion and nationalism). Block B introduces macro and international economics. It is designed to provide a background for future case material in this arena. Block B examines two economic subsystems: the Western economic powers and the relations between the Western economic powers and the so-called Third World. Additionally, the impact of multinational corporations are examined. Block C

is a workshop on nonmilitary challenges that originate in the political and economic environments. Topics examined include: internal regime stability, nuclear proliferation, planetary environment, population, food and other global issues. Part II, "Dealing with the Environment," examines policy options for managing the political and economic environments and how to deal with the resultant challenges to US national security. The Block D portion of Part II examines the instruments of statecraft with emphasis on diplomacy and negotiations. In concert with Blocks A and B, both economic and political instruments are considered. Major emphasis is placed on the political use of military force and the use of international organizations. Block E concludes the International Security Environment study by examining how both past and current US policymakers have utilized the available instruments to deal with contemporary security environments. Three historical lessons are reviewed for applicability today. A panel of experts explore alternative directions available for current and future policymakers based on the current administration's policy initiatives. The course concludes with the students considering both the expert approaches or their own approaches as the most applicable to the international environment they envision.⁸

Beyond supporting the College's mission statement, this course's objectives include:

- To expand knowledge of the international environment and the context of US foreign relations in which American national security policy must operate;

- To illuminate the principal nonmilitary international challenges to US and Western security, at present and in the coming decades;

- To show the interconnectedness and complexity of international trends and events and their interaction with the US domestic scene;

- To portray the overall policy approaches of American leaders, past and present, who have conducted foreign relations in such a world.⁹

The course utilizes the customary mix of teaching and learning methods: lectures, panels, readings, seminars, guest seminars and an individual writing project. Required readings are selected for overall quality, timeliness, and relevance. Supplementary readings are unassigned, but provide an overall view and excellent background information on world politics. The unit III written requirement is a 4-8 page analysis of the essential nature of the international political or economic environment and its broad implications for US national security policy.¹⁰

Unit IV: American Policymaking Process. Unit IV is subdivided into the following two major courses: Politics, Policy and Resources Allocation and Policy Planning and Decisionmaking. Course 1, Politics, Policy and Resource Allocation, is an analysis of the roles, relationships, and influence of the executive and legislative branches of government as well as other private and public institutions on US national security policy development and resource allocation. Course 1 is organized into three parts: (1) The Policymaking Environment (constitutional system); (2) How the System Works (policymaking institutions and their interaction in the budget process); and (3) How to Work Effectively within the System. The course of study also examines important trends and concepts. This includes "the growth of congressional staffs," "media agenda-setting," "the new congressional budget process," and "the breakdown of the defense subsystem" to name a few.¹¹ Course 2, "Policy Planning and Decisionmaking," examines the national security policy planning and decisionmaking process within the executive branch. The course is divided into three parts. Part I devotes a week to the Presidential level of national security decisionmaking. It examines the national security system and how the President views and receives information from the National Security Council. Part II addresses the roles of the major executive agencies who input into the

national security decisionmaking system: the Departments of State and Defense and the Central Intelligence Agency. Part III examines the nuts and bolts of the process.¹²

Unit IV utilizes a variety of instructional methodologies: lectures, panels, seminars, reading and case studies. During the case studies, the students address the national security decisionmaking issues facing the President and his decisionmaking process during the Vietnam War. Through research, students assume the roles of these major actors and their respective responses. Panel discussions from current and former cabinet members provide an overview and insight into policymaking process within the executive branch. The required and supplement readings follow the same selection criteria as all other core curriculums. The Vietnam War is examined through the national security decisionmaking process. Finally, the course examines the planning systems of the DOD and JCS with major emphasis on the Planning, Programming and Budgeting System (PPBS).¹³

Unit V: Major Powers and Regions. Unit V is an analysis of factors which influence the policies and actions of other countries and the implications they have on US interests and security. The course of study is subdivided into six blocks on major powers and regions: Block A, Soviet Union; Block B, Western Europe and Canada; Block C, The Middle East; Block D, Latin America; Block E, Africa; and Block F, Asia. Each block of study examines security conditions, US interests, policy and security commitments, regional perspectives on security, comparative defense policy, domestic issues and economic issues. Each regional study is concluded with a seminar prepared identification and resolution of security issues.¹⁴

Unit V utilizes the same variety of instructional methodologies: lectures, required readings, seminars, panels and Issue Papers. The Issue

Paper is the conclusion of each blocked regional study. Seminars, through student research, identify those issues which affect US national security and then recommend resolutions to security issues. Guest seminars leaders provide regional perspectives of issues facing the region. Required and supplement readings are selected to provide indepth and accurate reviews of respective regions of study.¹⁵

Unit VI: US Defense Policy and Military Strategy. Unit VI is the conclusion of the core curriculum. It builds on the principles addressed in the Art of War course and those issues and trends examined in the International Security Studies course. Unit VI analyzes current US defense policies through four subcourses: Strategic Nuclear Warfare; Strategy for Conventional War, and Insurgency and Terrorism; and Joint and Combined Operations.¹⁶ Course 1 of Unit VI, Strategic Nuclear Warfare, considers the fundamental questions that surround the strategic nuclear environment. Questions include: What is the US nuclear strategy and how did it evolve? What is the US force posture, traditional strategic concepts and current thinking on nuclear deterrence and war fighting? The Soviet Union nuclear force posture and strategy is also examined. The study concludes with an examination of future strategic weapons technology and possible limitations and/or restrictions on strategic weapons through arms control. Course 2, Strategy for Conventional War, focuses on conventional military strategy that is required to deter threats to US interests and defend if necessary. The course starts with an overview of current US strategy and a discussion of its critical assumptions. Military objectives of the US in either a worldwide or regional war with the Soviet Union are examined. The appropriateness of the US NATO priority is considered followed by a study of US strategies for Europe, Southwest Asia and the Pacific. The course then considers and evaluates alternative methods for designing conventional

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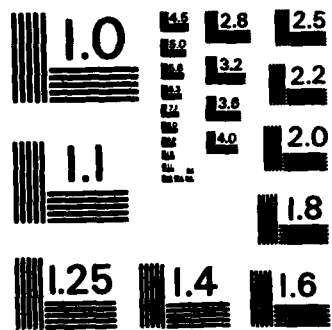
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military strategies to meet both worldwide and regional conflicts. Course 2 concludes with student seminars recommending a US military strategy for conventional war both worldwide and regional. Seminars are divided into teams that provide regional input to formulate an overall recommended strategy. Course 3, Insurgency and Terrorism, examines the worldwide threat to US interests. Selected reading and guest lecturers provide insight into the growing threat and allows the student to examine strategies that can be utilized to combat it. Students develop a strategy to counter insurgency and terrorism through a terrorism and counterterrorism political-military simulation. A terrorist incident and its resultant international implications are utilized as the basis for the simulation. Course 4, Joint and Combined Operations, addresses both the issues associated with the unique aspects of joint and combined operations and the issues faced by unified commanders in the application of combat force. Utilizing material covered previously in the core curriculum, students examine the strategic, tactical and doctrinal concepts that are used for both planning and conducting joint and combined operations in the operational and contingency arena. Several student exercises require the student to develop solutions to joint and combined operational problems.¹⁷

Joint Training and Exercise. The academic year concludes with a joint exercise with the Industrial College of the Armed Forces. The phase begins with training in the mechanics of the exercise. Students from each college are divided into joint seminar groups to independently conduct Exercise Prudent Stride, an exercise that utilizes joint service strategy, force structuring, crisis management, and employment and deployment planning. The exercise concludes with a joint worldwide blue/red war game. Students are expected to develop a national strategy, a supporting military strategy and a prudent risk

force structure. Funding and personnel limitations are used to provide real world constraints.¹⁸

Elective Studies Program. The Electives Studies Program (ESP) is designed to complement the Core Studies Program. Each student has the opportunity to increase his knowledge of national security affairs or develop more indepth understanding of particular national security aspects. The program is designed to combine analytical, practical and intellectual requirements. Elective courses are offered from the National War College, Industrial College of the Armed Forces and Defense University. Topics include: international politics and economics; US politics and domestic processes; foreign area and comparative defense studies; defense policy, strategy and planning; management; and National War College individual projects.¹⁹

A minimum of six units of elective credit must be satisfactorily completed prior to graduation. Elective courses are offered in the fall and spring semester to allow the student to meet this requirement. Unit values are as follows:

	Credit(s)
Elective Courses	1 per semester elective course
Tutorial Reading Program	1
Associate Research Fellow (with National Defense University Research Directorate)	6

National War College offers 48 elective courses, ICAF offers over 50 elective courses, and National Defense University offers over 12 electives courses. Cross-registration of students between colleges is strongly encouraged. Unclassified elective courses are offered to National War College spouses if space permits. Both fall and spring elective courses convene once weekly for 12 two-hour sessions. Courses meet either Tuesday or Thursday at

1330-1525 or 1535-1730 and at 1510-1705 on Wednesday. The Fall Electives Studies Program begins in mid-September and the Spring Electives Studies Program begins in mid-January. Normally 4 hours of preparation time is required for each elective session.

A variety of instruction methodologies are utilized in the Electives Studies Program. Students are provided the opportunity to examine indepth specific issues on problems and then present their findings either oral or written. Additionally, the expertise and institutions of the Washington, DC area are utilized when possible to reinforce specific course studies.

Tutorial Readings may replace a one credit elective course and is offered both in the fall and spring semesters. The Tutorial Reading Course allows the student to prepare and undertake an intensive reading program on a specific topic of national security under the supervision of a faculty tutor. As a course requirement, the student may present oral critiques of books read, or produce a paper that contains both a critical and comparative analysis of the readings.

The Associate Research Fellow program is sponsored by the National Defense University Research and Publication Directorate. National War College students who enter this program perform research on their own selected topics on national security or directed independent studies relating to national security matters. Study efforts are directed to either publication and distribution or to decisionmakers at high levels of governments. Students enrolled as Associate Research Fellows receive six credits for the Elective Study Program requirements.

The Strategic Studies Program. This program is the major program of research for both students and faculty. In addition to student and faculty involvement, federal agencies sending students to NWC forward topics they want

explored and provide sponsors for those projects. Individual sponsors are expected to maintain a close relationship with the students and faculty. Faculty members supervise projects in their fields of expertise and evaluate student contributions to the project. The College encourages groups (normally three to five students) rather than individual projects. If a student has neither expertise nor interest in an agency submitted topic, he or she may submit a formulated research topic. An individual research subject must be of strategic interest, have an agency to sponsor the research and have a faculty member to serve as supervisor. The final written product minimum is approximately 20-25 pages. It is evaluated both by the faculty sponsor and the sponsoring agency.²⁰

FIELD STUDIES

The Field Studies Program culminates the academic year by providing a vehicle for the student to apply and test assumptions studied during the year, continue research and observe firsthand how other countries view the US, spend defense dollars, think and work defense problems and plan to fight a war if necessary. Groups of 10-12 students/faculty travel to approximately 15 areas of the world. Trips normally are 2 weeks in duration and are geared to visit three to four countries. Historically, the Field Studies Program area visits have had access to the highest levels of foreign government and military personnel. In some instances they have provided an avenue for improved US relations.

METHODOLOGY

As stated previously, the National War College is committed to the study of the formulation and implementation of US national security policy and strategy. The core and elective programs are mutually reinforcing and are the

vehicles to meet the college curriculum. Student initiative, preparation and participation in seminar discussions determines the success of the academic program. The seminar with either individual or small group tasks culminating in seminar reports is the primary learning vehicle. Lectures are utilized to provide practitioner viewpoints or to develop specific aspects of an issue. Guest lecturers are thus secondary and do not develop the major themes in the curriculum.

Each course of study has a separate syllabus to specify preparation and designate topics to be examined. These syllabi provide both the required and supplementary readings for each topic.

The College utilizes professional writing as an integral part of the educational program. The writing program includes two essays in the core curriculum and the major paper in the Strategic Studies Program.

The National War College considers approximately 2 hours of preparation time appropriate for each hour of contact time. Contact time is an activity where formal sessions are held and include: scheduled lectures, Q&A sessions with speakers, discussions, seminars, case studies and simulation. Student preparation time refers to all out-of-class curriculum related activities including required reading. A reading rate of 30 pages/hour for each hour of contact time is considered a normal reading load.²¹

PROGRAMMING

Normally, each day consists of two morning periods and two afternoon periods. Typically, morning periods are 90 minutes in length and with the exception of Wednesday afternoon, afternoon periods are 115 minutes. Elective periods are scheduled Tuesday, Wednesday and Thursday afternoons. One hour and forty-five minutes is scheduled for lunch/sports/athletic activities.²²

GRADUATE DEGREE PROGRAM

The National War College does not have a cooperative degree program and enrollment in postgraduate study in other university programs simultaneously is not encouraged. Students who elect to enroll are expected to participate fully in the NWC curriculum.²³

STUDENT BODY

The student body consists of approximately 160 students that represent the Army, Navy, Marine Corps, Coast Guard, Air Force, and Federal agencies. During Academic Year 1985 a pilot program of five International Fellows were simultaneously attending portions of both NDU and ICAF. Student profiles are listed in Figures 1 and 2.²⁴

CLASS COMPOSITION

Class of 1985

Army	40
Navy	28
Marine Corps	10
Coast Guard	2
Air Force	40
Federal Agencies	<u>41</u>
TOTAL	161

FIGURE 1

HIGHEST EDUCATIONAL ACHIEVEMENT

Class of 1985

LEVEL	ARMY	AIR FORCE	SEA SERVICES	CIVILIAN	TOTAL
DOCTORATE	1	2	0	2	5
MASTERS	32	38	16	25	111
PROFESSIONAL	1	2	2	1	6
BACHELORS	9	2	24	12	47

FIGURE 2

FACULTY

The faculty at the National War College is composed of both military and civilian instructors who represent a wide cross-section of expertise and training. The military faculty represents 2/3 of the faculty. Civilian faculty members have tended to come from previous government administrations and represent the attempt to hire professors who have a blend of both academic and practical expertise relevant to the mission of the College. Civilian faculty members must have an advanced degree in a relevant field and, although not required, should have previous teaching experience and practical experience. Normally, civilian faculty members are hired on a 3-year renewable contract, however, most turnover after 3 years. It is desired that military faculty members have advanced degrees in a relevant field, previous teaching experience, relevant practical experience in a policy position, and be senior service college graduates. These prerequisites are not mandatory and only serve as a guideline. The following illustrates faculty composition:²⁵

**FACULTY COMPOSITION
AY 84-85**

	MILITARY	D/A CIVILIAN	AGENCY DETAILS	ADJUNCTS	TOTAL
AUTHORIZED	20	7	4	0	31
ASSIGNED	21	4	8	2	35

EDUCATIONAL ACHIEVEMENTS

BACHELORS	1	0	2	0	3
MASTERS	13	0	4	0	17
PhD	7	4	2	2	15
				TOTAL	35

Although faculty members are not required to publish, most civilian members do publish. The administration has started a program to grant research time for publication.

CHAPTER V

ENDNOTES

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3. National Defense University. Student Handbook, The National War College 1984-1985, p. 2-3.
4. Ibid., p. 4.
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6. National Defense University. National War College. Academic Year 1984-1985, Core Syllabus and Readings, Unit I, Part 2: National Security Overview, p. 1.
7. National Defense University. National War College. Academic Year 1984-1985, The Art of War, 4 through 28 September 1984 Syllabus, pp. 2, 3.
8. National Defense University. National War College. International Security Environment Syllabus and Readings AY 84-85, Block A, pp. 3-4.
9. Ibid., pp. 5-6.
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12. National Defense University. National War College. Unit IV, The American Policy Process, Course Two, Policy Planning and National Security Decisionmaking Academic Year 1984-1985, Volume II, pp. v.-vi.
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16. National Defense University. National War College. Command Overview Slide Presentation, The National War College Curriculum, December 1984.

17. National Defense University. National War College. Unit V, US Defense Policy and Military Strategy Course One, Strategic Nuclear Warfare, 9-14 March 1984 Syllabus and Reading Academic Year 1983-1984, p. 4.

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19. National Defense University. Student Handbook, The National War College, 1984-1985, pp. 4-6.

20. Ibid., p. 7.

21. Ibid., pp. 8-9.

22. Ibid., p. 13.

23. Ibid., p. 18.

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25. Ibid., Faculty Composition AY 84-85 Slide.

CHAPTER V

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CHAPTER VI

THE US ARMY WAR COLLEGE

LOCATION

The US Army War College was established in 1901 at Fort McNair in Washington, DC, by Elihu Root, the Secretary of War. "His stated purpose for the institution was 'Not to promote war, but to preserve peace by intelligent and adequate preparation to repel aggression. . . .'"¹ In support of this purpose, the Army War College program is designed to provide a broad educational experience and assist in developing a professional capability to serve in senior level leadership positions in the future. Since July 1951, the US Army War College has been located at Carlisle Barracks, Pennsylvania.

ORGANIZATION

The USAWC falls under the purview of the US Army, DCSOPS, DA, who provides guidance and direction for all institutional activities. The DCSPER provides funds through TRADOC, which exercises administrative control. To support the resident program, the US Army War College has a Directorate of Academic Affairs (DAA) with three primary resident course teaching departments. The DAA is the focal point for student, faculty, scheduling, college policies and curriculum issues. The three teaching departments provide the major student interface with faculty instructors and advisors and are directly responsible for the Common Overview curriculum execution and development with the supporting lecture series and guest speakers. Each of the departments is chaired by an active duty colonel who provides supervision and direction to

the teaching faculty members. The Department of National Security (DNS) currently consists of 14 military and six civilian faculty members and is responsible for the following four courses of the Common Overview: Politics, War and Strategy; Regional Appraisals; Application of Power Strategic Nuclear; and US Global Military Strategy. The Department of Command, Leadership and Management (DCLM) has 11 military and one civilian and is responsible for the following two courses of the Common Overview: Requirements of the Professional Leader, and Leadership of the Army and Management of Army Systems. The Department of Military Strategy, Planning and Operations (DMSP) consists of 13 military and two civilians and is responsible for the following four Common Overview courses: Planning and Decisionmaking; Military Forces and Doctrine; Application of Power: Contingency Operations; and Application of Power: Theater Operations. Since none of the departments possess the capability to fill the instructor requirements at any one time, instructor support is provided from the following areas based on experience and expertise: the Directorate of Academic Affairs (DAA), Center for Land Warfare, Army Physical Fitness Research Institute, Senior Service Representatives, US Army Military History Institute, and the Strategic Studies Institute. In addition, administration and logistical support is provided from all functional areas of the college based on capabilities, function and expertise. The Director of International Fellows Program and Advanced Courses in DAA is primarily responsible for the Advanced Course Program development and execution. However, based on expertise and experience, selected faculty instructors from all areas are responsible for their designated course content development and instruction. The Director of the National Security Seminar in DNS is directly responsible for the seminar development, content, civilian guests, and lecturers. However, he is assisted by selected faculty instructors and supported by various functional areas within the college.

MISSION STATEMENT

The missions of the US Army War College are to:

- a. Prepare officers for senior leadership positions in the Army, Defense, and related departments and agencies by professional military education in national security affairs with emphasis on the development and employment of military forces in land warfare.
- b. Conduct strategic studies on the nature and use of the US Army during peace and war; address issues with respect to Army participation in joint arenas; address major concerns for which an independent, internal study capability is needed; contribute independent studies and analyses on issues of current and future import to the Army; and examine strategic concepts, theories, and philosophies.
- c. Operate a Worldwide Military Command and Control System automatic data processing facility in support of the academic program, strategic studies, and other requests as directed through the Deputy Chief of Staff for Operations and Plans, Department of the Army.
- d. Conduct programs which bear directly on the Army in the field to include providing assistance in contingency and mobilization planning, in war gaming defense plans, in developing concepts and doctrine at corps and echelons above corps, and in conducting applied research in physical fitness.²

GOALS

The fundamental goals to the mission of the USAWC resident course are education in the preparation for and conduct of war in support of national policy, to insure that graduates will be fully developed professionals who:

- a. Are skilled practitioners of the art and science of land warfare.
- b. Hold strong professional values.
- c. Are sensitive to the political, economic and social factors which impact on national security in a democracy.³

OBJECTIVES

In support of the stated mission and goals, the USAWC provides the learning environment and major educational objectives, which focus on preparing one to:

- a. Command, lead, manage, and staff Army and other defense organizations at colonel level and higher.
- b. Exemplify, articulate, and develop in others professional military values.
- c. Recognize, analyze, and articulate the impact of US policy decisions on national security.
- d. Recognize, analyze, and articulate the impact of the actions and policies of allies, neutrals, and adversaries of US national security.
- e. Translate national security policy into military objectives and supporting military strategies.
- f. Conceptualize strategic, operational concepts, and plans to carry out national security policies and military objectives in worldwide contingencies.
- g. Assess and allocate forces required to execute a national military strategy and its contingency plans.
- h. Mobilize, deploy and employ forces in support of strategic plans.
- i. Perform at a higher level in their specialty.⁴

COURSE STRUCTURE

The resident course consists of a 44-week academic curriculum of three phases with an overlapping military studies program from late September to mid-May. The three phases are: the Common Overview, the Advanced Courses, and the National Security Seminar.

The US Army War College creates a graduate level environment with a multiplicity of instructional methods used in teaching the curriculum. The student seminar group is the principal forum for learning at the College.

These small 15-17 man groups are changed periodically to increase exposure to different views and experiences and to promote class acquaintances. The seminar group discussion and analysis are supplemented by individual study and research. This approach is reinforced by lectures, selected readings, case studies, panels, computer assisted exercises and individual/group oral and written requirements. Each hour spent in the seminar requires one-plus hours of preparation time. A number of reports and short papers are required during the Common Overview and the Advanced Course Programs. Although not graded, these writing requirements are evaluated and feedback is provided to the students. Coupled with the major research project, these papers provide the basis of rigor to the overall curriculum.

Each student must participate in a Group Research, Individual Research, Oral History or Individual Essay project. Research selection can be made from several categories of topics. "The Military Studies Program provides the major framework for student research and writing efforts at the Army War College."⁵ The program seeks to capitalize on student expertise, while providing an opportunity to enhance analytical competence, increase familiarity with contemporary research methodologies and reinforce writing and communicative skills. The Military Studies Program extends throughout most of the academic year and project work will occur predominantly during nonscheduled curriculum time.⁶

COURSE CONTENT

Common Overview. The Common Overview is a progression of ten carefully interrelated courses and is the basic academic effort undertaken by all USAWC students. The ten courses provide an in-depth study and analysis of four broad areas: the Professional (Course 1); National Security Policy (Course 2); Preparation for War (Courses 3-5); and Conduct of War (Courses 6-10).

While each course builds on the preceding courses, the following areas are interspersed throughout the Common Overview: planning, ethics, Soviet studies, personal and family health and fitness, total Army, military history, echelons above corps and doctrine at the operational level, and the future. In addition, the Common Overview is complemented by six special lecture series specifically designed and keyed to add a further dimension to student studies.

Course 1: Requirements of the Professional Leader. Course 1 of the Common Overview is a 3-week program, which analyzes the requirements of the professional leader through an in-depth study and analysis of four modules. It establishes the framework for the remainder of the curriculum. Module 1 includes a complete self-assessment, communication techniques, and group skills. The objective is an enhanced awareness by the student of personal values, strengths, leadership styles, and human relations skills. Module 2 discusses senior leadership, management and decisionmaking at the highest levels with a focus on the roles and competencies required of senior officers. Here, the student gains a better understanding of the requirements of senior officers. Module 3 examines ethics, professionalism, and value judgments in military policy and decisionmaking situations. An enhanced knowledge of the professional values of the military officer and his institution will enable the student to establish the foundation for his next command. Module 4 covers the human dimension in combat with an orientation on the effects of the intense, sustained combat on the soldier and on organizational readiness. The objective is to provide the student a better understanding of the soldier's effectiveness in combat and peacetime.⁷

Course 2: Politics, War, and Strategy. The 8-week Course 2 is a study and analysis of politics, war and strategy utilizing a four modular program with two written requirements and a class trip to Washington, DC. Module 1 provides an introduction to the national security policy and process through

an examination of the international and domestic factors that shape US policies. After reviewing the policymaking roles of key agencies, the class spends two days in Washington, DC, engaged in small group visits with Congress, agencies of the Executive Branch, and other opinion-molding bodies. The student gains an insight into understanding the national security policy process, the magnitude of governmental involvement and the complexity of factors impacting on the process. Module 2 and 3 shifts the emphasis to the theory of war and national and military strategy including theoretical and historical analysis of the evolved military strategies. With an understanding of Clausewitz' On War and others, the student traces evolved strategies through the military conflicts of the past. Module 4, Soviet studies, is appropriately intertwined with 3. During this course the student explores the spectrum of conflict to include the problem of nuclear weapons. In addition, he prepares an essay on an aspect of Clausewitz' On War in relation to a selected topic and a precis of the contributions of a classical or contemporary military strategist. Course 2 provides the student with the contextual framework for the present and the future.⁸

Course 3: Planning and Decisionmaking. Course 3 is a 2-week four module study of the planning and decisionmaking systems and is an extension of the national security policy and a building block on the strategy portions of Course 2. The course reinforces the student's study and analysis with high level guest lecturers providing the contemporary practical application and perspective. Module 1 provides a quick historical overview and the evolution of the joint strategic planning system (JSPS). Module 2 introduces the study of resource allocation using the planning, programming and budgeting system (PPBS) and other processes interrelated to the system. Module 3 focuses on the joint operation planning system (JOPS) and related processes used to plan for the employment of the armed forces worldwide, during periods of crisis or

conflict. Module 4 provides the evolution of the roles and missions of the Joint Chiefs of Staff and the Unified/Specified Commands and alternatives for their possible reorganization in the future. The student gains a working knowledge of the processes, their interrelationship and the complexity of the systems involved in their formulation. This course provides the foundation for the study of military forces in Courses 4 and 5 and the employment of forces during the remaining courses of the Common Overview.⁹

Course 4: Military Forces and Doctrine. Military Forces and Doctrine, Course 4, consists of three modules over a 4-week period. Student study is supplemented with lectures and optional TV tapes covering a variety of topics and perspectives. Module 1 examines each service of the US armed forces with regards to organization, capabilities and doctrine. Student study is supplemented by a 3-day visit to various military organizations by small groups of the class and cross briefings at the seminar level upon return. Module 2 examines the Army's airland battle doctrine at the operational level—corps and above—with a focus on joint and combined operations. Student understanding is enhanced by a case study of the Korean War Inchon landing. Module 3 runs throughout the course and looks into Soviet forces, doctrine and capabilities with an orientation on their operational art at the front and Army level. It also provides for a comparison in all areas with US forces including tactical nuclear and chemical capabilities. The course is culminated with a corps level, computer supported exercise, which requires the student to implement US and Soviet doctrine at the operational level. This course provides a building block to the framework needed for the remaining portion of the Common Overview.¹⁰

Course 5: Leadership of the Army and Management of Army Systems. The 4-week Course 5 narrows the focus to the high level leadership of the Army and provides an indepth study of the complexity and interrelationship of the

Army's management systems, through analysis of the Force Integration Model and case studies. The student is required to write a 2000 word paper on his philosophy of command leadership and management from a senior leadership perspective. Student study and analysis is enhanced by a guest lecturer program with a focus on current, related Army issues. Module 1 addresses the theoretical and practical aspects of high level leadership, command, and management of the US Army. In addition, it discusses the research, development and acquisition process in a broad context and the evolvement of the Army Force Integration System. Module 2 examines in detail the systems and organizations that comprise the Army's Force Integration System. Also, it provides insight into the critical and complex interrelationships of the system. Module 3 concentrates on other management systems used in running the Army and their impact on force integration, and ends with a 2-day force integration exercise. Module 4 provides insight into total force mobilization and is highlighted by a computer-assisted mobilization exercise.¹¹

Course 6: Regional Appraisals. Course 6, Regional Appraisals, is a two module program of three weeks duration. Student research and seminar discussions are complemented by faculty, guest lecturers, and panels of regional experts. After a brief examination of the format and preparation of strategic appraisals, Module 1 splits the seminars into separate subcourse groupings to correspond to the five major regions of study. Each subcourse group formulates a midrange US national strategy and the supporting macro level military subcomponent by examining the trends and factors impacting on US interests in their region. Module 2 begins with the reformation of the seminar and a briefing of each subcourse group's regional appraisal, after which the focus is changed to examine US interests, policies and strategies in the international environment and the regions' relationships to the broader global arena. The students refine their regional appraisals with emphasis on a coherent national strategy

that integrates the political, economic and military instruments of power from a global context. In this course the student acquires an appreciation of the complexities, tradeoffs and limitations required to integrate and resolve both global and regional issues of importance to the nation.¹²

Course 7: Application of Power: Strategic Nuclear The 1-week plus Course 7, Application of Power: Strategic Nuclear, addresses general nuclear war in a two module program. The course uses knowledge gained in previous courses and provides insight for nuclear issues in the remaining curriculum. Module 1 examines the evolutionary development of US strategic nuclear policy. Within this context the student acquires knowledge concerning the role strategic nuclear forces have played, as the US created a nuclear triad—inter-continental ballistic missiles, submarine-launched ballistic missiles and air breathing bombers—to support its deterrence policy. The focus then narrows to examine both the US Joint Strategic Target Planning System and the Soviet's capabilities to wage global nuclear war. Module 2 is highlighted by a 3-day political-military simulation leading up to strategic nuclear war. The simulation illuminates the National Command Authority decisionmaking process and addresses the difficult issues contemplated when taking actions that could lead to strategic nuclear war.¹³

Course 8: Application of Power: Contingency Planning The 2-week Course 8—Application of Power: Contingency Operations—is a two module program designed to allow practical application of the knowledge and skills accumulated during the earlier courses of the Common Overview. The course consists of two separate contingency planning exercises depicting near-term probable trends and events which may bring about the use of military power to protect US interests. Module 1 is a limited war contingency exercise conducted in a bare base environment. The primary focus is on the Joint Operation Planning System (JOPS) with a computer-assisted deployment schedule of

forces and equipment. Module 2 is a contingency exercise oriented on low intensity conflict planning and operations against an insurgency in a revolutionary war environment. The focus here is on national strategy, national objectives, and the investigation of the spectrum of US power available for use in a third world country with a view towards package planning to include regional allied participation. The course allows the student to focus the regional appraisal on a targeted country and gain an indepth understanding of the nation's dynamics and its environment. The student examines the vast array of time sensitive joint options, the complexities of deployment and their situational dependencies.¹⁴

Course 9: Application of Power: Theater Operations. The 2-week Course 9—Application of Power: Theater Operations is a three module program with a focus on joint and combined theater level strategy, planning and operations, and the employment of Army forces in a mature theater. Module 1 provides an analysis of joint and combined operations and the relationship between military objectives and the political goals and objectives of the alliance in a small mature theater—Korea. Module 2 changes the focus to a large mature theater—Europe—with an indepth analysis of the development and implementation of Operation Overlord—The Normandy Invasion. The concluding portion examines Allied Command Europe, NATO organization today, and current operational issues through lectures and seminar study. Module 3 focuses more directly on doctrinal issues of Airland Battle and operational planning at echelons above corps in a joint and combined environment. A 4-day exercise highlights this module with emphasis on theater strategy, the campaign plan to implement that strategy and the development of ground force operational plans at the Army/Army group level. The student gains insight into the complexities evolved in operational planning and employment of large forces in a mature theater. Course 9 strengthens

and expands learned skills from previous courses through their application at echelons above corps in a mature theater.¹⁵

Course 10: Global Appraisals. The two module Course 10 is the capstone of the Common Overview. It examines current issues and factors through knowledge gained from previous courses to provide a basis for the development of a global military strategy. Module 1 is a 3-day class field trip to New York City. It is designed to provide the student current insights into international and domestic issues through a class trip to the United Nations and small group visits to the various domestic and international agencies and city government departments in the area. Module 2 is a 5-day global military strategy exercise which expands the knowledge and skills gained during all previous courses. The exercise provides the framework for formulation of a global military strategy for the midterm that is based on the capabilities of available forces, the risks, and the constraints to be considered in developing recommended solutions. Each seminar group makes an oral presentation of its global military strategy to a visiting general officer.¹⁶

Advanced Course Program. The US Army War College's Advanced Course Program follows the Common Overview and provides students an opportunity to select courses and plan their independent study to fill gaps in their professional military education. This 10-week program, which consists of approximately 60 courses, has the following objectives:

- a. To develop further the students' knowledge and skills by concentrating on subjects introduced during the Common Overview.
- b. To support career development under applicable personnel management systems.
- c. To permit preparation for future assignments.¹⁷

The Advanced Course Program varies in scope and provides a broad spectrum of existing programs or systems including research seminars typical of graduate

school. The focus is on relatively small class composition and individual research and study. Both US Army War College resident faculty and visiting professors teach the Advanced Courses. These courses meet once a week in a morning or afternoon 3-hour block. The College curriculum is complemented by lectures from the chiefs of other services, the Commandant's Lecture Series, Kermit Roosevelt Lectures and the visit by the Combat Arms Center commandants. In addition, a series of voluntary lectures is presented covering a variety of topics. Each advanced course requires approximately three hours of preparation for each hour spent in class. Students are required to take four Advanced Courses for credit and are encouraged to audit as many courses as scheduling will permit. Two Advanced Course credits are given to students selected for the Current Affairs Panel and one credit is granted for participation in:

- a. The Oral History Program in support of the Military History Institute.
- b. The Military Studies Program for selected subjects.
- c. The Cooperative Master's Degree Program with Shippensburg University.

After student selection and space permitting, spouses may select and take the unclassified courses.¹⁸

National Security Seminar. The National Security Seminar is the capstone of the curriculum. This 1-week course provides the opportunity for students to review and refine their views on selected domestic, international, defense and Army issues with invited civilian guest participants representing a cross section of experience, contemporary interests and views. Some 8-10 guests join each seminar for free and candid dialogue on these selected issues. Major addresses by distinguished guest speakers oriented on different issues each day facilitate and complement the seminar discussions. This forum enables

representative American citizens to get to know some of the prospective leaders of their Armed Forces and civilian officials, and, in turn, permit the students to better understand the society they serve.¹⁹

FIELD STUDIES

During the academic year, the Army War College conducts three field trips of 3 to 4 days each. The class trips to Washington, DC and New York focuses on Congress and the United Nations respectively. During these trips, small groups are formed to visit a variety of governmental and other selected agencies. For the third trip, the class is divided into four groups. Three groups visit various service commands and installations on the east coast, while the fourth visits the Sergeants Major Academy at Fort Bliss, Texas. The primary purposes of the field trips are to broaden the student's perspectives and knowledge of government and other selected agencies impacting on the armed forces and to provide firsthand insights into the organization and operations of selected commands. Upon return from each trip, students present a seminar crossbrief in order to share insights and knowledge gained.

PROGRAMMING

The Army War College weekly schedule runs Monday through Friday and is based on an 8-hour work day. The daily schedule consists of two periods, morning (0830-1200 hours) and afternoon (1330-1630 hours) with 1 1/2 hours for individual physical fitness and lunch. However, Friday classes are normally scheduled only for the morning period. During the Common Overview, core classes use all morning periods and approximately two afternoon periods each week. Two of the remaining three afternoon periods are generally scheduled with optional activities, varying from voluntary lectures to seminar sports events. Therefore, based on student selection of optional activities,

individual study and research time can vary from one to three afternoon periods per week with two appearing to be the norm. Preparation for class is based on the desired goal of 1 hour of preparation for each hour of class, coupled with 250-300 pages of required reading each week. Since the other senior service colleges integrate their elective programs throughout the entire academic year, the Army War College's 10-week Advanced Course Program is unique. The program is scheduled from late March through the end of May and offers approximately 60 courses. Each advanced course is scheduled to meet once a week for a 3-hour period. This program increases study and research time and allows students to select courses for credit and/or audit based on individual requirements and areas of interest.

GRADING

The Army War College does not have a formal grading system, however, students are provided evaluation and progress feedback from a number of sources. The seminar faculty instructor provides either written or oral evaluations of seminar presentations and written requirements to each student. The Military Studies Program advisor provides guidance and comments throughout the student's research effort and upon completion evaluates the overall effort. The faculty advisor provides administration continuity and keeps the student informed of his overall progress.

GRADUATE DEGREE PROGRAM

The Army War College has a cooperative master's degree program with Shippensburg University of Pennsylvania. Students without an advanced degree are actively encouraged to pursue post graduate study through this program. It provides the participating student a variety of support functions ranging

from enrollment assistance to allowing quarters occupation until after the advanced degree graduation. Based on student availability, the Shippensburg program allows students to begin classes prior to the start of the Army War College or to complete the program after graduation from the Army War College. Classes conducted during the Army War College curriculum are held at night in order to avoid scheduling conflicts.

STUDENT BODY

The Army War College resident Class of 1985 has an enrollment of 265 students. Nine students are Army Research Associates and not included in the seminar groups. The remaining 256 students are divided into 16 seminar groups of 16 each. The statistical class breakdown is as follows:

Army	198*
Navy	8
Marine	8
Coast Guard	1
Air Force	17
Govt Civilians	14
International Fellows	<u>19</u>
TOTAL	265

*Includes 20 Army Reserve and National Guard officers.

The Army portion of the class is comprised of 99 combat arms, 42 combat support and 57 combat service support personnel. The civilian personnel represent seven government agencies and the International Fellows are from 19 countries. The average class age is 43 years with 20 years of service. In addition, 74.4 percent of the class hold a master's degree or above.

Also, 82.8 percent of the armed forces officers have commanded at battalion equivalent or above. Although next year's class will increase slightly, the administration has stated that the class size cannot be expanded much beyond its current size due to the physical limitations of the school.

The family program of the USAWC is diversified to include family support, sports and social activities designed to assist, entertain and challenge the whole family. The overall objective of the program is to provide the students and spouses with knowledge and skills required to productively cope with and manage problems in future assignments. Since most of the students are accompanied by their dependents, spouses are invited to attend unclassified lectures and can enroll in the advanced courses, space permitting, as well as other optional activities. Although optional, the Army War College has a significant executive health assessment program which will be further expanded for the Class of 1986.²⁰

FACULTY

The US Army War College faculty is composed of military officers and civilian professors from academe. The three academic departments with 42 instructors are considered the primary teaching faculty for the resident course. In order to meet the required instructor tasking level, some seminar instructors are obtained from other areas of the College based on their subject expertise and experience. The military teaching faculty are Lieutenant Colonels and Colonels on 3-year tours with the possibility of extensions on an exception basis. The College desires faculty who have graduated from a senior service college and possess an advanced degree. However, the focus is directed toward subject expertise and experience with some teaching background. Civilian faculty are hired on 1-year renewable

contracts for a maximum of three years. The hiring policy focus is on professors possessing advanced degrees, current subject expertise and a teaching background. While it is desirable for faculty to have published, it is not a requirement. The faculty composition of the three teaching departments is depicted in the following chart:

Teaching Faculty Composition

	Military	Civilian	Total
Authorized	33	9	42
Assigned	33	9	42

Educational Achievements

Masters	29	1	30
Ph.D.	4	8	12

Based on the resident course core curriculum, 64 instructors are required in order to provide four instructors for each of the 16 seminars. However, during the academic year as many as 72 instructors may be involved in teaching based upon course content, experience and expertise requirements. Although the teaching faculty may appear to be disproportionate to the overall size of the College, one must consider that while supporting the resident program on an as-required basis supplemental faculty members have specific missions or teaching requirements in other areas of the College. The major departments from which the supplemental faculty members are drawn are the Directorate of Academic Affairs, Center for Land Warfare, Department of Corresponding Studies, Strategic Studies Institute, Army Physical Fitness Research Institute, Senior Service Representatives, and the US Army Military History Institute. Other programmed courses taught by the Army War College but not addressed in this study include: Corresponding Studies Course; Defense Strategy Course; Senior Reserve Component Officer Course; Reserve Component National Security Issues Seminar; and the General Officer Professional Development Conference.²¹

CHAPTER VI

ENDNOTES

1. US Army War College, Curriculum Pamphlet Academic Year 1985, p. i.
2. US Army War College, Resident Student Manual Academic Year 1985, p. 1-1.
3. US Army War College, Briefing Charts 1985.
4. Ibid.
5. US Army War College, Military Studies Directive 1985, p. 3.
6. Ibid.
7. US Army War College, Curriculum Pamphlet Academic Year 1985, p. 7 and Common Overview, The Professional: Course 1 Directive: Requirements of the Professional Leader, p. 1-2.
8. US Army War College, Curriculum Pamphlet Academic Year 1985, p. 7 and Common Overview, National Security Policy: Course 2 Directive: Politics, War and Strategy, p. 1-2.
9. US Army War College, Curriculum Pamphlet Academic Year 1985, p. 7-8 and Common Overview, Preparation for War: Course 3 Directive: Planning and Decisionmaking, p. 1-2.
10. US Army War College, Curriculum Pamphlet Academic Year 1985, p. 8 and Common Overview, Preparation for War: Course 4 Directive: Military Forces and Doctrine, p. 1-4.
11. US Army War College, Curriculum Pamphlet Academic Year 1985, p. 8-9 and Common Overview, Preparation for War: Course 5 Directive: Leadership of the Army and Management of Army Systems, p. 1-6.
12. US Army War College, Curriculum Pamphlet Academic Year 1985, p. 9 and Common Overview, Conduct of War: Course 6 Directive: Regional Appraisals, p. 1-3.
13. US Army War College, Curriculum Pamphlet Academic Year 1985, p. 9 and Common Overview, Conduct of War: Course 7 Directive: Application of Power: Strategic Nuclear, p. 1-3.
14. US Army War College, Curriculum Pamphlet Academic Year 1985, p. 9-10 and Common Overview, Conduct of War: Course 8 Directive: Application of Power: Contingency Planning, p. 1-3.

15. US Army War College, Curriculum Pamphlet Academic Year 1985, p. 10 and Common Overview, Conduct of War: Course 9 Directive: Application of Power: Theater Operations, p. 1-3.

16. US Army War College, Curriculum Pamphlet Academic Year 1985, p. 10 and Common Overview, Conduct of War: Course 10 Directive: US Global Military Strategy, p. 1-6.

17. US Army War College, Advanced Course Program Directive, p. 1.

18. US Army War College, Curriculum Pamphlet Academic Year 1985, p. 11 and Advanced Course Program Directive, p. 1-7.

19. US Army War College, Curriculum Pamphlet Academic Year 1985, p. 15 and National Security Seminar Directive, p. 1-9.

20. US Army War College, Curriculum Pamphlet Academic Year 1985, p. 17 and Letter with Inclosures, Subject: USAWC Statistical Data AY85.

21. Discussion notes with Dr. Charles M. Hersh, Director of Academic Affairs and Colonel William E. Duey, Director, Faculty and Student Development, DAA.

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